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The PENTATHLON

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Vol. I. MARCH, 1929 No. 6

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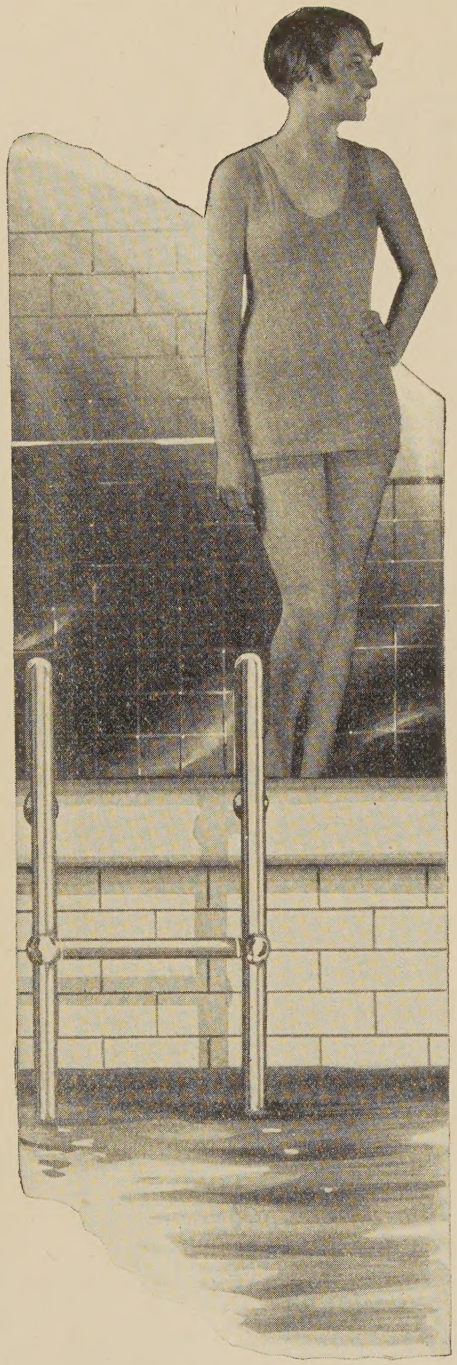

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The Essentials of a Health Program for Secondary Schools

FRANK S. WHITNEY

Principal, Collingwood High School, Cleveland, Ohio

IN THE first page of his lectures on Pragmatism, Prof. William James quotes from from Chesterton's preface to his volume of essays on Heretics these words: "There are some people—and I am one of them—who think that the most practical and important thing about a man is still his view of the universe. We think that for a landlady considering a lodger it is important to know his income, but still more important to know his philosophy. We think that for a general about to fight an enemy it is important to know the enemy's numbers, but still more important to know the enemy's philosophy. We think the question is not whether the theory of the cosmos affects matters, but whether in the long run anything else affects them."

Prof. Bode, quoting these words in the chapter on The Democratic Movement in Education in "Modern Educational Theories," comments as follows: "By the same token, we may say that the most important thing about an educator is his social vision. The question is not whether social vision affects educational practices, but whether in the long run anything else affects them."

Gilbert Chesterton and William James and Boyd Bode may, in their several ways, be my defense for presuming to inquire as to the philosophy, if any, which lies behind what is called the health program. Every individual's view of the universe, every teacher's social vision, is what we term his philosophy. Such a view, such a vision, determines his reactions to the terms of life even in all their multi-colored harmony or in their drab monotony. What in the total view gives sense and meaning and significance to the various details? For nurse or doctor, for teacher of hygiene or of physical training, for principal or supervisor, what overview or insight is there possible which may serve as a standard of value? In asking a teacher, "What is your philosophy of physical education?" it is no part of my intention to ask a mere rhetorical question. I really believe that nothing else matters so much. Call it what you please, a social vision or a cosmic view or a philosophy, it is what lifts the job above the petty round of duties and plants it at the heart and core of life itself.

The very wording of the topic which I am discussing, "The Essentials of a Health Pro-

FRANK P. WHITNEY

gram," presupposes a philosophy, or at any rate a relatively large view, of education and of educational procedure. If I look up the word Health in the old and well-worn copy of Webster's International Dictionary by my study desk, I find it defined as "the state of well being, of being hale, sound, or whole in body, mind or soul." Likewise I find that a program in the sense here used is "a plan of future procedure." Now out of this reputable authority I gain the conception of a

Health Program as being a plan of future procedure for realizing a state of well-being wherein body, mind and soul are hale, sound and whole. A pretty fair definition, considering that it was lifted bodily out of a book eighteen years old. About all that I have to say is inherent in this definition.

Nothing could be more trite than to remark the change that has taken place in educational concepts in thirty years. There was a time not so long since when a discussion of health at a meeting of teachers would have been prefaced with some sort of apology. Today if an apology is due it is from those, if there are any such, who ever allow themselves to forget the subject of health. Three decades ago the child was coming into his own as the center of the educational field. Two decades ago scientific measurement began to displace so-called child study. For the last few years the curriculum has been the focus of attention. Now this, now that, aspect of education looms large upon the horizon. But the student of the history of education may well believe that out of the enormous flux of theories and opinions of this generation there is gradually emerging a democratic ideal of culture, of social life, and hence of education, destined to affect profoundly the measures, the curriculum-makers, and all manner of specialists.

It seems to me no accident that the intensive study of the child, the effort to objectively measure, and the critical analysis of subject-matter should follow each other in as many decades. Two results appear today of such surpassing importance that we may venture to call them illuminations. One is the significance of individual differences; the other is the unity of the child. These two illuminations are heaven-sent and in the nick of time, to deliver us from the bog of standardization on the one side and from the fog of departmentalization on the other side. We are discovering that variety as well as conformity is the law of life and that subjects and faculties and characteristics are not fruitful when dealt with in water-tight compartments.

The history of the study of the physical equipment of pupils illustrates the changes which have taken place in point of view. The tendency to measure many pupils of many ages at a single time is being replaced by successive measurements of the same individuals. The study of the mental equipment of pupils as objectively as possible is coming to be recognized as indispensable to a complete and working understanding even of their physical equipment. Students of the subject have only recently become conscious of the need of co-ordinating the results of mental, medical and physical examinations. Today in all progressive schools the nurses and doctors, the speech correction teacher, the corrective teacher, the physical education teachers, the social science teachers, the psychiatrist and the psychologist work together for a complete mental, physical, emotional and social development of each pupil. It is to just such complete and all-around development of body, mind and soul that we are beginning to apply the glorious term Health.

To one whose patterns of thought were made on the literature of the nineteenth century nothing is more startling than the disappearance of the antithesis between soul and body. Character has become simply the sum of tendencies to action largely, if not altogether, registered in nervous structure. Memory and imagination, reasoning and reflection, emotion and will, instinct and intellect are no longer faculties or properties of the mind: they are, rather, aspects of the total nature of the person. Characteristics, bodily as well as mental, are no longer wholly separate and distinct like the various garments worn on the body, to be taken on or sloughed off independently of all others, but the specific expression in traits of the whole nature. The new psychology has apparently welded bodily and mental states into an indissoluble union where it is hopeless to attempt to understand one without the other.

There are those who see in this movement of thought a swing toward materialism. If they mean by this living on a lower plane, the answer is in the kind of life which results. Does the emphasis upon the necessity of clear vision, clean teeth, correct posture, ventilation, cleanliness, recreation, actually dwarf the character, stunt the mind, and narrow the life? To ask the question is to answer it. The education, and this includes physical education, which holds stoutly to the unity of mind and body, which sees life as a totality, builds a richer life, builds more enduring satisfactions, finds in the common stuff at hand, bodily or mental, the means to character, to what our forefathers would have denominated the spiritual life. Modern education stands aloof from ancient and misleading distinctions and declares, "It is not a soul, it is not a mind, it is not a body, we are training; it is a man, it is a woman."

In this connection I quote from Dr. J. F. Williams. "Materialism consists not in frank recognition of the physical, but in assigning it to a spurious supremacy." "There can be no materialism in utmost emphasis upon physical education," writes McCunn, "so long as 'Body for the sake of soul' is, as it was with Plato, the presiding principle of educational action."

"This recasting of the scene for physical education is no superficial move, but a tendency of deeper growth. It holds that we need to aim higher than health, than victorious teams, than strong muscles, than profuse perspiration. It sees physical education primarily as a way of living, and seeks to conduct its activities so as to set a standard that will surpass the average and the commonplace. There is in such a view something of the loftier virtues of courage, endurance, and strength, the natural attributes of play, imagination, joyousness, and pride, and through it all, the spirit of splendid living,—honest, worthy, competent." It is to this all inclusive ideal of health that we are being asked in these days to give allegiance. The man, the woman, of health is the man, the woman, who is in the largest and the finest sense hale, sound and whole.

It is truly amazing how this ideal is capturing the imagination of the age. It is no wonder that without a single exception every study of major objectives or of cardinal principles made in recent years puts health first. It is this new sense of the glory of the body as the vehicle of soul, it is the inescapable conviction that without health of this high sort there is no highest achievement, it is this renaissance of faith in the glorious trinity of life under new terms, it is one more evidence of the realistic determination of this generation "to see life truly and to see it whole."

Faced with a challenge such as this, the modern school must levy upon every resource. If health as we are here conceiving it is to be a real aim of the school and not merely an idle dream, no department, no so-called subject is relieved from making its contribution to complete living. The first thing each school should undertake is to find out just what is being done by the various departments. The discovery of what others are doing will be an encouragement and a stimulus. It will inevitably result at once in increased attention to health all along the line. Plenty of opportunity for co-ordination will be revealed. Teachers will find their labors being re-enforced by others.

In asking each department or activity of the school for its specific contribution it is well to emphasize the fact that educational outcomes consist in general of three sorts, appreciations, knowledges, or skills. In setting up any curriculum or program we need clear statements of the specific objectives, of the experiences (subject matter) used, and of the means of measuring the achievement (results) obtained. In setting up our health program, clearness and definiteness will be served by distinguishing so far as possible between these three major types of educational outcomes and between these three major steps in the educational process. The measure of their value lies in the degree to which they modify behavior in desirable ways.

Obviously the groups most concerned will be the teachers of hygiene, physical education, home economics, science, and social science. While every teacher should feel that he has a stake in the health program, the main reliance will be upon these five groups. The possibilities of re-enforcement of the health program by the teachers of natural science and of social science are very great and in general little appreciated.

Nothing would probably do more toward elevating health standards and reducing the almost incalculable waste due to preventable illness than establishing in the minds of young people a scientific attitude toward disease. We pretend to teach science in our schools, but apparently without the slightest effect upon the great majority, so far as changing the attitude toward the causes of such phenomena as bodily and mental ills.

Another inviting field is offered in the social sciences. The biographies of the heroes of science and in particular of preventive medicine, the story of the microbe hunters, of the long and in many cases the triumphant fight against the plagues, the work of social agencies, the development of hospitals and the growth of such organizations as the Red Cross offer material of surpassing value in building an understanding and appreciation of the relation of health and human welfare. Upon such instruction in history and science will be based the public opinion which in no distant time will consider money spent upon health conservation not as expenditure but as investment.

Having explored the curriculum in various fields for material supporting the program of general well-being which we have set before us, we find a surprising wealth of resources perhaps hitherto unsuspected. The

school must form habit, impart information, and develop a sense of obligation. It must aim at a health conscience. The whole program, if too wholly devoted to information, if over-intellectualized, will fall of its own weight. There must be generated some degree of emotional warmth. Without becoming sentimentalized the attitudes developed must be emotionalized. In other words genuine ideals of physical efficiency must prevail, first, of course, in the minds of teachers but in such a state of effervescence that the sparks catch in the lives of pupils and set them all aglow.

When one contemplates the mass of pain and misery under which the race has groaned, is still groaning, the frightful waste of human powers due to preventable disease, the economic loss due to illness and early mortality; when within a single school or community the total amount of physical deficiency is revealed; when the source of a large part of maladjustments can be traced to physical ills undiscovered and uncorrected in childhood, it is no wonder that social workers everywhere are crying for increased appropriations for medical and dental examinations and consequently for a great increase in remedial and preventive work with children. From extreme conclusions in this connection we may be saved by considering two propositions.

The first is that the school is but one of the agencies of education. So far as the health program of a community means adding to already overburdened teachers additional duties and functions which other social agencies are too lazy or indifferent to assume, we have a right to cry out in protest. So far as this program falls within the sphere of activities for which the public is willing to furnish the necessary space, staff, and equipment, we shall accept it gladly as a vital part of our job in the schools.

The second proposition is that education should be conceived not in a negative but in a positive way. The school must not be conceived as an instrument for the cure of socialism or atheism or dissatisfaction or unrest any more than it should be conceived as a place for the cure or treatment of disease. The school is not a hospital. It is not so much remedy as prevention that should be taught, and not even prevention narrowly conceived. What we need is a society that looks upon the medical profession and a medical profession that looks upon itself as one whose fundamental business is not the cure of disease so much as the preservation of health. What is said here about medicine could be said with equal truth about finance, or law, or politics.

With these two propositions before us, we are ready to consider the place and the purpose of physical and medical examinations. Discovery of physical defects? To some extent, yes. Correction of these physical defects? To some extent, certainly. But both discovery and correction of such defects will be incidental, not primary, ends. The program of medical, dental or physical examinations will be set up primarily in order to discover a scientific basis for determining the education required to maintain health. The deficiencies revealed by such examinations, as well as those disclosed by research in the pre-school care of children, will guide in the selection of subject matter; that is to say, the experiences and activities included in the curriculum.

It has often been argued that with a given appropriation, available medical or dental examination should be confined to children of elementary or even of pre-school age on the ground that preventive measures are more effective at those ages. This argument loses sight entirely of the use proposed for such examinations in adolescent years, namely, in stimulating the child's own interest in a constructive health program and building rational attitudes and appreciations.

It can hardly be doubted that thorough and repeated physical examinations in conjunction with continuous instruction and emphasis upon health in those impressionable years will have a prodigious and lasting effect upon the future attitude of these young people, not only toward their own health but, what is even more important, toward that of their children.

That the discovery and correction of defects should be regarded as incidental to the general aim in the junior high school should not be understood as disparaging for one moment the use of the results of physical education. Every possible effort should be made to secure attention to and correction of the defects and abnormalities discovered. It would be fatal to discover and then to ignore them. The value of such physical examinations in adolescent years should be measured not merely by the number of corrections made but also by the outcome in attitudes and appreciations and in the general reinforcement which only thorough medical attention can give to the whole program of health education.

The aim in health education in the junior

(*Concluded on page* 47)

Practical Programs in Corrective Physical Education for Public Schools

HARLAN METCALF

Professor of Physical Education, Ohio State University

THE corrective phase of physical education is becoming more and more important as educators are being made to realize the handicapping influences of postural and other growth defects on the educative attainments of the child, as well as on his health.

It is not necessary, perhaps, to outline the specific types of defect with which the expert in corrective physical education, with the co-operation of the orthopedic surgeon and others, wages a constant battle. The common defects are those of poor body mechanics such as the forward head, round shoulders, kyphosis, lordosis, functional scoliosis, weak arches, flat feet, malnutrition, weak heart, etc. One thing that must be realized is that the most important place to carry on this work is in the elementary and secondary schools, especially in the former. Infinitely more can be done to improve the various conditions of the growing child before his body through age is made subject to the ossifying fusion of habit. It is safe to say that if the elementary and secondary schools did what they should, in corrective procedure for children, the work of the college and university corrective departments would be decreased at least three-fourths. By the time college is reached, the big opportunity is gone—infinitely more could have been done for the student while he was in the elementary school.

The word program, used in connection either with corrective procedure, physical education, or health education, is a word which commands a very broad range of activities. It is in a sense all-embracing. Yet is it not sadly true that there are many teachers in the field today with a very cramped idea of their programs? For example, the character education expert might feel that talking about character in special classes twice a week is his program in character education. The physical educator might feel that exercise alone, possibly with dumbbells, is his program. The expert in corrective physical education might feel that instruction twice a week in developing the muscles that hold an individual in good posture is his program.

A real program involves a great list of activities all working together in harmony toward the attainment of certain definite objectives in a specific field. In addition to this, one might say that a practical program is one that will work, actually is working, and is realizing its objectives.

Of course, programs in general will depend on a variety of circumstances, such as climate, space, amount of money available for equipment and instruction. But in addition, a practical program in corrective physical education involves the following items:

1. Formation of objectives.
2. A consideration of the child's interests in relation to corrective procedure.
3. Co-operation and co-ordination with the school administration.
4. Co-operation with medical authorities.
5. The activities.
6. Enlisting of interest and co-operation with parents.
7. Measurement of results.

In so short a time one can touch only very hastily on these items and their problems. I will give especial emphasis to the consideration of the child's interests, which are so often ignored.

Objectives. All practical programs in corrective procedure should have definitely formulated objectives. There would be no way of knowing whether or not the program worked without objectives to guide. Objectives should be thought out only in relation to specific situations by the people in charge of the program. In general some of the objectives would undoubtedly be:

1. The development in the children of interests, appreciations, intelligences or knowledge, attitudes, ideas, ideals, and habits of proper body mechanics and proper nutrition.
2. Improvement and correction of handicapping influences.

From the two above general objectives or aims the more specific objectives should be derived.

Interests of child. What should be the

basis of our appeal to the child in such matters, for example, as poor posture and weak arches? In other words how can we sell to the child the idea of daily systematic exercise of specific nature, so that he will be anxious to continue even while at home and outside the school supervision? Two or three short periods of work a week in the school will net us little if any gain. There must be work done at home daily. Many of our beloved parents tried to solve the problem by such appeals as, "Straighten up, Jim," "Throw your shoulders back," "How many times have I told you you mustn't stand that way?"

Unless both the method of appeal and the program of activity have meaning to the child and have a basic relation to his interests, the objectives of the corrective program cannot be realized.

What, then, are the child's interests? Dr. Clark W. Hetherington says that the child's primary or basic interests are activity, ACTIVITY. The normal child is not interested in health or in being good as ends in themselves. The child's interest lies in activity of one kind or another, and nine times out of ten it is a big muscle, play, or physical education activity in which he is primarily interested. Again, Dr. Hetherington finds after years of painstaking research that children also have the following secondary or derived interests:

1. Interest in avoiding pain.
2. Interest in feeling of elation.
3. Interest in the condition of the organism as it relates to his dynamic interests or an interest in a conditioning process which will enable him to pursue his dynamic interest more successfully.

The interest in the avoidance of pain has been the basis of much of our teaching, but is not educationally sound, for in the first place it is negative rather than positive, and in the second place a child's interests and emotions will lead him far astray though the painful consequences are known to him.

The interest in the feeling of buoyancy and elation is not strong enough on which to build an appeal. But the last mentioned interest, the interest in one's condition as it relates to life's purposes or to engaging in an activity in which the child is interested is positive—it will indirectly bring on the feeling of buoyancy, furnish a motive to avoid pain, and it is the real key to success in all health teaching as well as in the corrective phase of physical education. This is true because the child can see the bearing of a "keeping-fit" program on the activity in which he wants to engage.

The members of a well-coached football team have a training routine that they religiously follow. This involves certain restrictions on the diet and personal habits of the men, specifies the number of hours of sleep the men shall have, etc. These men, however, are not interested in having to leave parties early and tearing home to keep an appointment with bed; at passing up their pie at dessert time. Nevertheless, they are tremendously interested in playing football on the team, and because of this fact they will submit to a rigid routine, for they can see a clear-cut cause and effect relation between the condition of their organisms and efficient football performance.

Then in the practical application of these principles to our corrective field, we must realize that the child is not interested in standing up straight, in eating well balanced meals, or in walking and running with feet pointing straight ahead rather than toeing out. They are not interested in these conditions as ends, and no amount of nagging will make them. They are primarily interested in activity, and if you can show the children how good posture, well balanced meals, and strong arches will help them to excel in the activities they want to excel in, they will be interested in these three desirable attributes as means to this end. The strength of a nail is dependent on its straightness. Their bodies also must be straight and erect if they would have the strength to endure the ceaseless hammering of the force of gravity.

In erect posture, they can breathe deeper, run faster, and last longer than in a cramped, inefficient position. Placing the toes straight ahead gives a longer stride in running with less expenditure of energy. Strong arches mean more speed and endurance and no fatiguing jars. Foods hard to digest sap energy and pep needed in athletic participation. Well balanced foods give stamina to our athletic performance. These are the cause and effect relationships of which children should be made cognizant and should be the basis of the teacher-parent appeal in corrective physical education, as they are related to the dynamic interests of the child.

It is important that the greatest possible amount of co-operation exist between the expert in charge of corrective physical education and the principal of the school. The principal should be informed by the teacher of the work being done, the objectives and

needs. If a teacher has really sold his program to the principal you will never find him giving corrective instruction to classes before school, at recess, or after school. Rather it will be during school hours and at the most advantageous time for the child.

The person in charge of corrective physical education should work hand in hand with the school physician, feeling perfectly free to come to him for advice and suggestion. The most up-to-date medical men realize the great benefit of therapeutic gymnastics if properly administered and can be of inestimable service to us if we will go to them for help. The orthopaedic surgeons can be of the greatest help to us in this field and wherever possible we should tie to them. We ought, in addition, to visit periodically the orthopaedic hospitals, and the hospitals for crippled children, and the various orthopaedic and physiotherapy clincs. We should be ever alert to the advances made in this field.

One common mistake in the corrective field is the attempt of teachers to give treatment for conditions they have neither the personal nor material equipment for handling properly. Such procedure is not science but quackery. We must not be afraid to say, "Here is a case I cannot handle," but we should bend every effort, however, to help the parent get in touch with the proper medical authorities. Many places, for example, attempt to give treatment for certain types of neurasthenia. Neurasthenia and other psychopathic conditions should be handled by skilled psychiatrists. Probably the time is not far when every modern school will have its school psychiatrist or the part-time services of one.

It is of basic importance, if we would conduct practical programs in corrective physical education, to determine the cause of the remedial defects before attempting to give exercise treatment. We think of posture, for example, as a very simple thing, but in reality it is of a very complex nature from the standpoint of its cause. Some of the possible causes of posture deviations are rickets, other nutritional disturbances, occupations, clothing, infantile paralysis, malfitting school seats and desks, unbalance in the equilibrium centers of the semi-circular canals, influences of the ductless glands, emotional states, over-stimulation, fatigue and many others. Of the functional deviations from good posture found in school children, fatigue and malnutrition are probably the leading causes. How foolish it is to give exercise treatment to a child worn out by some emotional strain in the home followed by a day of overstimulation, or to a child without the nutritional stamina to stand erect. We must first find the cause, and treat it if we would succeed. A sound physical education program must have provision for the child's rest as well as his exercise.

Concerning the activities to use in a practical corrective program, we find ourselves handicapped by carry-over of attitudes from the ancient past. Among other heritages of asceticism is the idea that all truly good medicine must have a bad taste. And so, in the past all corrective exercises have been definitely dry and formal. Peter Henry Ling and others have contributed much to our field in giving us safe, graded exercises for various abnormal conditions, and we will always find need for the type of exercises he developed. However, if we stopped to work it out by careful kinesiological analysis and classification according to difficulty and strenuosity, we would find in addition a wealth of natural play and game activities which can be used (some with slight modifications, of course) very successfully in corrective programs. This, by the way, is the present trend. Such activities belong in practical programs, for they are interesting to the child, and those things which interest the child will follow him and live with him in out-of-school situations. A swimming pool holds a wealth of opportunities for an ingenious corrective physical education teacher for both boys and girls.

Natural and character dancing is rich in corrective opportunities for girls. Good music postpones fatigue in most all corrective exercises. Archery is an exceptionally fine sport for both boys and girls from the corrective standpoint, for proper form in shooting demands an erect posture, and drawing the bow brings into play for development the adductors of the scapulae. Besides, these activities have a deep instinctive appeal and can be carried on throughout life.

The clever teacher can always invent games where correct postural positions are at a premium. In this connection, I want to call your attention to Dr. C. L. Lowman's recent book, "Corrective Physical Education for Groups," A. S. Barnes, which is devoted entirely to corrective games which he has used successfully. It is the best contribution of its kind to date.

When one stops to think that play is the life of the child, his education (someone has aptly said, "We do not play because we are young, but we are young in order that we

(*Concluded on page* 46)

Volley Ball for Girls and Women

HERBERT G. REYNOLDS

Assistant Superintendent, Playgrounds and Sports Division, South Park Commissioners, Chicago, Illinois

THE South Park System in 1905 opened ten park centers to public use. Each building contained two gymnasiums—one for men and one for women—with the various other assembly halls, club rooms, and facilities for community use. From the outset, basketball was one of the standard features of the gymnasium program for boys. It was natural that we should look for a similar sport for the girls. We experimented first with basketball for women. Our girls had not grown up in gymnasiums, did not have the co-ordinations resulting from long experience in games or gymnastics, and the inevitable physical contacts due to the game itself and the way it had to be played, and also due to the inexperience and resulting awkwardness of some of the players, resulted in body bruises and collisions, which forced us, as some of the more active players grew older and saw the effect in their own later experience as women and mothers, to conclude that the game could not be handled with women players in a way to entirely eliminate inherent objectionable features. We therefore decided, as a matter of policy, to experiment with another game, better adapted to our conditions, and about 1915 I began working out a special adaptation of the game of volley ball for our girls' classes. By that time there were in operation fourteen parks in which to conduct our experiments.

The game as played by men was not suited to the needs of our girls. What they needed was, obviously, experience in handling the ball. Direct service over the net, with immediate return, before the girls had accustomed themselves to volleying, resulted in so many misplays that no individual had a chance to get sufficient experience in personally playing the ball as to give her elementary skill in its manipulation. The first condition that we faced, then, was the formulating of a rule which allowed a slowing down of the speed of the ball, and its more frequent handling, in order that in a given hour's practice each player would have opportunity to play the ball the largest possible number of times. One of our original rules was, therefore, that any player might hit the ball twice in succession—once to arrest its motion and bat it into the air, the second time to play it either to a teammate for relaying over the net, or playing it over the net direct. We also permitted the service to be directed at a teammate near the net for relay across the net. The next rule which we found necessary in order to equalize the playing experience of all members of the team was a rule establishing a system of rotation, so that no individual star might monopolize a position close to the net or on the service line. Subsequently, we worked out a defining of position on the court, and a distribution of responsibility for any play within that zone, limiting

Cornell Square "A" Team—Champions, 1928

the players to the imaginary territory which they were supposed to occupy on the service. While this rule could manifestly apply only during service, it was useful in accustoming players to a recognition of the necessity of playing their own position, and avoiding bunching. Skill was, also, in the early days an uncertain factor. Our gymnasiums must run to schedule, and from the outset we organized the game on a time rather than a point basis, playing for twenty minutes, resting five minutes, and changing sides and playing another half of twenty minutes, rather than playing until the twenty-one-point game had been concluded, which was the game in vogue in the men's rules at that time. Under the point system, a single star might run ten or more points in an unbroken

series, and upset the opponents, throwing them into panic and imposing an almost impossible handicap. With a fixed time interval, the knowledge that there is still time to overcome the handicap, we felt, would exert a steadying influence, and since our girls were inexperienced in competition it was advisable for us to consider the psychological factor as an important element in our plan.

In 1923 the rules had been tried out experimentally long enough to justify their adoption as a standard, and we have made only changes in refinement since that date. That year there were 54 teams entered in our inter-park competitive schedule. Last year there were 94 teams, and this year there are 103. The game has a place in the girls' gymnasium program which is at present even more important than basket ball in the men's side of our institutions. Several years ago we listed all of the park activities on a ballot form, and asked the park patrons to check on individual copies of this ballot those things which they personally enjoyed doing in the parks. Basket ball, in no individual age classification, had the highest percentage of votes among the boys, but volley ball topped the list in a large number of the age groups among fifteen thousand replies from girls, and in the aggregate vote of the girls and women it was way out in the lead for first place in popularity.

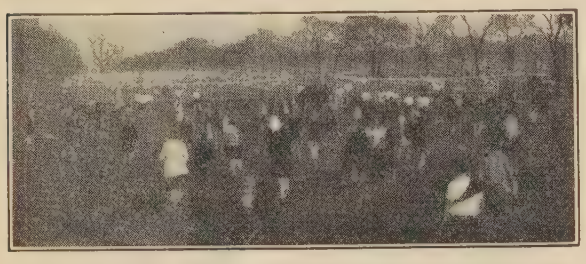
Our scheme of organization of competition in the game no doubt accounts for the spread of its popularity. We divide players on a height basis. The smallest team, in its registration for determining of individual eligibility, must be able to pass under the five-foot bar. We call this our "E" league. In the main, it comprises the youngest players, and they are only allowed to play a maximum of three years on this team, or while they are able to make the height required, whether they have played before or not. Automatically, this provision limits the "E" league to comparative beginners, and necessitates recruiting new players each year among the younger girls. Our next older classification—the "D" league—must make a height not to exceed 5 feet 4 inches. It comprises more experienced players, who have graduated from the "E" classification either by reason of growth—which makes it impossible for them to make the 5 foot class—or by lapse of time—which forces them into the older classification. Passing out of the 5 feet 4 inches limit class, girls enter the unlimited —or "C"—classification. All three of these classifications play their games in our gymnasiums during the afternoon. Each player is limited to a total of not more than six years' play on the afternoon teams; she is permitted, as I have stated, three years in the "E" team, following which she must be transferred to the "D"—5 feet 4 inches—group, or the "C"—unlimited — group, but in the latter two groups she can play only three additional seasons in the two classifications combined, after which she must move up into the evening unlimited class, or the "B" group. Our "A" classification is the unlimited and official park team, comprising the best players, and the majority of them have come up through all of the classifications. In other words, they

Russell Square—Married Women's Team—Champions, 1928

have played the game ever since they were small girls. As the years went by, we found it necessary to add another classification—the Married Women's League. Park girls married, wanted to continue the game, and became a numerous group. They usually joined our Married Women's gymnasium classes and wanted to continue the game in these classes, and for their general benefit we formed a separate classification. There has been a constant increase in the number of teams in this classification. We started with teams from six parks; today we have thirteen out of eighteen parks which are now in operation. Several of these eighteen parks, however, are new institutions, which have not yet developed players and have not had younger players graduate into the Married Women's classification. It is only a question of time until all of the parks will be

represented in this classification, as well as in the others. Our scheme of league classification permits the entry of 108 teams, and we have an actual entry of 103, or only five parks lacking complete representation. Each team carries an average of ten players. There are, therefore, in active competition, a minimum of over 1,000 girls playing the game competitively each week throughout the fall and winter season.

The mechanics of our present schedule call for four subdivisions of the park system of eighteen parks—two subdivisions on the north of a dividing line in the park district,



Plenty of Games on the Midway

and two subdivisions on the south side. Within each subdivision, teams play a round robin schedule, meeting every other team in their district. The winners play an interdivision series, the best two out of three victories resulting in a selection of a south side and a north side champion. These two champions, in turn, meet in a series, two out of three victories giving them the championship of the system. This scheme of organization is followed in all six classifications.

Our scoring system is doubtless a factor in a willingness of teams to carry out even a losing schedule. This scoring method was originally adopted to make a recognition on the part of our athletes of the principles of sportsmanship, by making good sportsmanship worth while in getting results. Under this scoring system we score victory as a 30 per cent factor, faithfulness in keeping appointments on time a 20 per cent factor, and conduct in actual play a 50 per cent factor, with definite deductions from the point score for every unsportsmanlike act, every personal foul, or improper act or word on the part of any of the team. The sum total of points scored in all of our year's competition accumulates to the credit of the institution represented, and there is a supremacy banner for total park supremacy credit, and a smaller banner for supremacy in boys' competition, and another for supremacy in girls' competition. Many of our girls' teams are no doubt influenced in playing their full schedule by their desire to accumulate as many points as possible for their park. Two or three years ago one team representing one of our parks played a full season of sixteen games, losing every game without a single forfeiture. Games are played home and home, which means that 50 per cent of the games, at least, in the regular schedule are played on foreign floors, involving travel. All of the final games are played on neutral floors, necessitating travel for both teams.

While the scoring system no doubt influences some teams to carry through even a losing schedule, I also feel that the popularity of the game itself is evidenced in the fact that last year we played 332 games in the aggregate, in all of our different classifications, with only 17 forfeitures. One of the remarkable facts in this connection is that the "E" league—the smallest teams we have, comprising grade school girls almost entirely—and the Married Women's classification, playing a series of evening games, both played through their entire schedule without a single forfeiture. When one considers that in the "E" league there were 153 girls playing on the various teams, the fact that not a single game was forfeited is all the more interesting.

As to standards of play, some observations have been forced to our attention. Naturally, the game began with very indifferent skill, and of course there has been a constant improvement in this particular, but it is quite interesting to note the fact that skill has developed very evenly in all of the parks and that the competition remains astonishingly close, even though success has generated special enthusiasm in certain of the parks where a tradition of especial ability in volley ball has been established. Proof of the evenness of the competition can best be evidenced by citing the scores in our finals. The "E" league last year decided its final games by the scores of 56-35 and 56-40.

In this connection, we have watched very closely the sportsmanship factor in our girls' competition. Our girls play a game which is highly spectacular. The galleries are on their toes during the crucial games almost all of the time. Astonishing plays are very frequent, the volleying back and forth, and the team-work in general are of an exceptionally high order. There is no doubt that our girls' teams in this game can hold their own with any boys' team in the city. Under the stress of this excitement the players are subjected to high tension. It is a general

(*Concluded on page* 40)

"School of the Air"—Physical Education by Radio

ALMA C. RUHMSCHUSSEL
Supervisor of Health and Physical Education Dayton, Ohio

TO teach "story plays" and rhythmics to the little children of the lower grades should always be a real inspiration to every teacher. The alertness and hearty response of the boys and girls, their real abandon in playing games, take the teacher from the realities of life into the land of "Let's play we are elephants or bears, etc.," and also into the land of "make believe."

To see this happy response of the children has always brought this inspiration and happiness to me. Then came the opportunity to broadcast a lesson for little children. Would it be possible to teach as well without the inspiration of my class? What would be the response? Could the children grasp the instructions without the usual demonstration? Would the voice and music carry well enough for a large group of children in classroom, auditorium or gymnasium?

Before explaining the physical education lesson and in doing so attempting to answer the above questions, let me give you the general idea of the "School of the Air."

General Plan

The Ohio State Department of Education has been broadcasting each school day except Friday since January 7, 1929. The programs have originated at WEAO Ohio State University and WLW Cincinnati and are on the air from 1:30 to 2:30 P. M. The broadcasting has been done only from WLW, the program on Monday and Tuesday being carried by telephone lines to the Crosley Station in Cincinnati.

Before explaining the physical education known as the "School of the Air" the State Department of Education consulted county, city and village superintendents of our state, asking them whether or not they considered it worth while and advisable for their schools to listen to educational programs. The response was much more favorable than was necessary to make the effort and experiment worth while.

The State Department had no funds for the purpose but accepted the free broadcasting privilege offered by WLW and the free studio service of WEAO at Ohio State University. They also accepted the loan of Mr. B. H. Darrow, a specialist in radio education, from the Payne Study and Experiment Fund of New York. His efforts have been untiring for the success of this project.

The State Department itself gave most largely of advice, counsel and active direction of the educational leaders who were to take part in these programs. Mr. Darrow, known as "Uncle Ben, the Radio Schoolmaster," is the general director and announcer. He now feels that the "School of the Air" is no longer merely an effort and experiment but has proved to be a real success. The programs have been very gratifying and have met with decided approval of superintendents, teachers, pupils and the community.

The Better Schools Bulletin of Ohio for February contains a number of excerpts indicating the response not only from Ohio but from 22 states and Canada, which are listening in on the daily programs.

The following letter from the Bulletin is typical of the interest and co-operation in all parts of our state and from the many schools in other states.

> "The School of the Air" is extremely popular with all of our teachers and pupils and has attracted a great deal of favorable comment throughout Dayton. At first we listened in only a few schools, but considered its value so great that every school in Dayton will soon be equipped and more than thirty thousand boys and girls will be listening regularly. We shall be delighted to help in any way possible.
> Supt. Paul C. Stetson, Dayton, Ohio.

The "at home" audience is also very important. Many parents and little tots have been listening in and playing the games with us. Many "shut-ins" have sent in words of appreciation telling how the story play and activities have cheered them and how they were visualizing the joy of the kiddies as they were playing. For the parents at home the programs have also afforded an opportunity to become acquainted with the type of play programs for first and second graders. Naturally, our programs have been well

received in rural sections and villages, where, in many cases, they do not have supervision or even a definite program.

General Program

"The inauguration of the Governor of Ohio, for the first time, was carried to many classrooms in Ohio schools; the poems of a living poet, Edmund Vance Cooke; the inspiration of a living artist, Dr. Henry Turner Bailey, talking about the world's great paintings; the clarifying of national and international events by the editor of Current Events Publications; the voice of great living educators speaking on worth while ideals; a greater knowledge of civil government of a state from the mouths of those who occupy positions of responsibility; history dramalogs have met with great approval as have also geography travelogs and story telling for various age groups; health talks and physical education activities have added to the educational value and variety of the programs." The above is taken from an article by "Uncle Ben."

Physical Education Programs

The same fundamental principles underlying all lessons in physical education must function to the utmost in a radio lesson, especially in teaching little children. Perhaps the most important is the proper use of the voice, the proper inflection to make the lesson have a personal appeal and be interesting as well as to give detailed instructions in a manner easy to follow.

This type of lesson is certainly a new innovation for the little children during the school session. The many letters coming to station WLW, to "Uncle Ben" and directly to the writer indicate that the response of the children has been remarkably good. The teachers marvel at the ability of the children to concentrate and respond to the voice of the unseen teacher and state that they seem to feel the personality of the speaker as well. The chosen activities of the first lessons seemed most suitable and acceptable for broadcasting. The natural and instinctive urges of the child were appealed to and kept uppermost in mind, that the program should be one of "play": play that will have a broad and rich content of natural activity material. In the second lesson a singing game and folk game helped to vary the program. These called for more detailed instruction, and while they seemed more helpful to some teachers (especially those teachers who wish to have a definitely supervised program), I am sure the children enjoyed the story play and natural activities much better, for here they could use their own interpretations and meet the situation according to their own experience and individual ideas.

Mr. Darrow says: "The teacher at the microphone is your assistant. For a brief time the assistant is to teach your pupils for you—but your interest, your air of expectancy, will be imparted to your class. Your co-operation in doing whatever is requested by the "visiting teacher of the air" is important. Learn to be good listeners. Good listeners learn rapidly. Learn to concentrate—your success in school depends upon it — and, in fact, your success all through life." Surely our physical education program can contribute to these life characteristics. And now, a typical lesson of story play and activities for the lower grades follows:

(This material is just as broadcasted)

Good afternoon, boys and girls, teachers.

I hope you are all ready to play some games with me this afternoon. Are you ready in a circle, boys and girls alternating, or standing in the aisles if in the classroom?

First I want to tell you about "Story Plays." In the first and second grades our work in physical education should be mostly play. This play should imitate the natural play activities, such as running, climbing, jumping, skipping; the occupations, such as the farmer, carpenter, traffic policeman and many others; the animals, especially those you know best and have seen; and the toys, all sorts of toys you like to play with every day.

The story plays make you use your imagination and we all like to play at "make believe." At the same time, these natural activities give you the necessary exercise. Each story play will exercise all parts of your body. There will be a stretching movement, leg, head, arm, trunk, jumping and a breathing exercise.

I will tell you the story and you will act it out doing just what I tell you to do. Please be ready now and listen carefully.

THE TOY SHOP

The other day I took a little girl and boy for a visit to a "Toy Shop." Phyllis and Vernon were so happy they said, "Let's skip to the toy shop." Let's all play we are going to the toy shop with them and skip around the circle or around the desks. Ready, skip, skip—lightly on your toes—let your arms swing as you skip, skip, skip—(the skip may be given as many counts as desired) and now stop.

Now we are at the toy shop. When we entered the shop the store-keeper was putting some toys away up high on the shelf. Phyllis and Vernon wanted to help him and reached away up high. Do you want to help? Reach away up high—stand on your toes—are you reaching as high as you can?—a little higher. Now pick up another toy from the floor and put it on the shelf—reach way up—are you stretching just as high as you can? And now position.

The children saw so many toys they jumped up and down and clapped their hands. Are you happy

too? Then all jump up and down and clap your hands. Jump lightly on your toes—Oh, yes, and smile too if you are happy. Jump, jump, etc.—and now stop.

Then Phyllis looked at a beautiful doll. It was a French doll and could walk and talk. Can you walk like a doll? Let me see. Real straight and stiff—hands at your sides—legs stiff—ready, walk, left, right, etc., and stop. The doll can bend its arms up real stiff and jerky. Bend your arms—ready, bend. Stiff and straight—now stretch them to the side—stiff and jerky—etc.—and arms down. Now the doll bends her body forward and says, "Mamma, Mamma." You bend forward slow and stiff and say, "Mamma, Mamma"—and up. Once more, bend forward. "Mamma, Mamma"—and up. I think you would all be fine French dolls.

Just then Vernon saw a "Jack in the Box." Jack is a nice, straight little man on a spring in a square box. When the lid is closed Jack sits in the box; open the lid and he jumps out. How many of the boys can be a nice, straight Jack? Bend knees deeply; heels up; weight on your toes and sit on your heels; backs straight; fold arms high in front of chest. Now I will close all the lids of the boxes. When I open the lids, fling arms away up in the air and jump as high as you can. All boys sit still and I will tell you a story about Jack in the Box.

Jack in the Box, all shut up tight,
Not a breath of air nor a ray of light.
How dark it must be, he cannot see,
Open the lid and—UP jumps he.

Let's all try again, and this time the girls may try also. Ready, everybody away down—sit on your heels—heads up—backs straight—arms folded. There, that's better. This time jump higher. Now all the lids are closed tight.

(Repeat the above verse) The activity can be repeated any number of times.

Then Phyllis saw a jumping rope. Phyllis is a good jumper. Girls, see if you can jump rope too. Get ready to swing the rope and jump on both feet this time. Ready, jump—jump—etc. Now stop. This time let's jump first on one foot and then on the other. Ready, left, right, etc. Now stop.

Vernon said, "Who wants to jump rope in the winter time? Look, Phyllis, aren't these fine skates? Let's each put on a pair of ice skates and skate home." Do you want to skate home with Phyllis and Vernon? Yes, I see you do. All stoop down and put on your skates. I have the left one on; there now the right is all strapped too. All ready? Button up your coats; pull on your gloves; grasp hands behind you and we will skate to the skaters' song. (Music can be used here if you wish.)

Arnold's—Book I, page 101.

Ready, skate—slide, slide, etc. Now stop. Phyllis is so tired. Now Vernon takes her hands. Each little boy and girl cross hands as the skaters do. Let's skate with our partner. Ready, slide, slide, etc. Now stop.

Now we are at home. Stoop and take off your skates. I am ready, are you? Let's hurry into the house. I am just a little cold; are you? Let's shake our fingers a little; now a little harder; now real hard. Arms out to the side, stretch; fling arms across the chest; sidewards again; faster; etc. Now stop. My toes are cold too. Let's jump up and down and warm them. Jump lightly, ready—jump, jump, etc. Now stop.

Stand tall and take in a deep breath. Breathe in (about 4 counts)—breathe out. Repeat several times. Now stop.

That was fine, boys and girls, and I hope you enjoyed the story play and will play some story every day. Now you may sit on the floor while I talk to your teachers.

The story play should be given in such a manner that the imaginative side of the child is alert.

The teacher should be thoroughly familiar with the activities and the description of the story. She must tell the story well.

The suggestion for movements should come from the children and all exercises be informal.

Encourage self-expression rather than accuracy and uniform rhythm rather than uniform movement.

The story play may correlate with other subjects of the first and second grades, especially reading and music.

The story play may be changed from time to time to meet the situation at hand or to suit the needs of the lesson for correlation.

Many story plays are especially appropriate for the winter season: There are Wind Play, Jack Frost, Snow Play, Coasting, Skating, the Eskimo, Lincoln's Birthday, Valentine's Day, Traffic Policeman, Airplane, Fireman, and many others.

While much of the story play may be rhythmic, there should be other—rhythmic—activities. These should be accompanied by music, either piano or victrola. If neither is available then the children may sing or hum the melody.

PART II

Let's stand, boys and girls, and try some of these activities with music. First some natural play activities.

Marching (any good march)—Ready, march—now on tip toes—now on heels—now like giants—heads up and chests high—now like little men, away down—now like giants again—now clap hands; clap, clap, etc.—(Each activity should be taken about 16 counts. Many more may be added for variety.)

Running (LaSalle, Book III, page 8)—Listen to the music. We will run lightly on our toes; small steps; girls run like fairies and boys like brownies. Ready—run, run, run, etc., etc.

Skipping (Arnold's, Book I, page 65. See Appendix for list of books)—Skip lightly on your toes, arms and hands free at the sides with a nice, easy swinging movement; knees high while skipping. Listen to the music for skipping. Ready, skip, skip, etc. Now stop.

Skating (Arnold's, Book I, page 101)—Many boys and girls are skating on the ice this winter. Let us skate too. Stoop and put on your skates. All ready now, skate with a long slide. (Follow description as given in the story play.)

Tight Rope Walking (LaSalle, Book III, page 6)—How many boys and girls have seen the tight rope walker in the circus? He walks on a rope away up in the air. The rope is stretched real tight. Let's hold the right arm up high with the beautiful Japanese umbrella; the left arm out to the side; this will help hold our balance. Now each one choose a line or crack in the floor and play this is the rope. Listen to the music.—Ready, walk forward slowly; long steps, watch your balance or you will fall off; step, step, etc. Now turn and go in the other direction; ready, step, step, etc.; now jump off and land lightly on your toes. All the boys and girls back in your circles again.

ANIMAL IMITATIONS

Horses Galloping (Arnold's, Book I, page 79) Let us play we are horses and gallop around the

(*Concluded on page 42*)

The PENTATHLON

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Health - Play
Physical Education
Athletics - Leisure

Journal of
THE MIDDLE WEST SOCIETY OF PHYSICAL EDUCATION
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E. D. MITCHELL, *Editor*

WHY DO WE GO TO CONVENTIONS?

(Miss Elizabeth Halsey, University of Iowa)

Years ago, in my student days, a convention came to the near-by metropolis. We sat about debating in our youthful superiority the great question of whether the program was worthy of our presence. Finally we sought faculty advice, and I've never forgotten some of the reactions we got:

"Any convention program is what the delegates make it, just as any organization is what its members make it."

"Any good teacher supports her professional organizations and their meetings."

"If you expect to succeed in your profession you've got to keep up with what the rest of the world are thinking and doing. Read everything you can get your hands on and never miss an important convention."

"Conventions are fun because you can see the people who have written your reference books and hear their latest ideas."

"If you don't expect to get anything out of a convention, you owe it to yourself to go. There's nothing else that will teach you so quickly how much you have to learn."

"Your progress as a teacher of Physical Education depends on how you can answer two questions:

"1. Are you interested in all phases of your profession?

"2. Is the profession interested in you?

"Attending conventions answers the first question and helps materially in the second."

"To me the most interesting part of a convention is making personal contacts. I always see more of my old friends than I had hoped and make a number of interesting new ones. To talk over problems in personal conferences with other teachers who are in the same work is always stimulating."

"Papers and discussions at our convention programs are often invaluable because they go to the heart of our difficulties, clarify our thinking on fundamental principles, and help us to see our problems in the right perspective."

"The biggest need I have in my job is talking points that I can put to our school officials. I always add to my collection at conventions."

"There are material advantages in attending professional conventions. Many cities include such attendance as a factor in salary raises and promotions. Again, the contacts made at the convention often lead to offers of better positions, for the people who are hiring teachers may be favorably impressed with your attitude and personality."

All of these remarks apply in full force to the Mid-West Convention at Chicago. Moreover, the demonstration lessons in different activities taught by leaders in the field will give a very unusual opportunity to get useful ideas of method and material. Every alert and enthusiastic teacher in the Mid-Western states should plan to attend the Chicago Convention.

THE 16TH ANNUAL CONVENTION

The tentative program of the Mid-West Convention at Chicago, April 24-27, inclusive, is given on pages 18 and 19.

There are a few speakers for the general session yet to be secured. The section programs are being arranged by the respective chairmen. The complete program of all meetings will be given in the April number of The Pentathlon.

The Mid-West Convention takes on additional importance this year because of the fact that there will be no National Meeting of the American Physical Education Association. Consequently, teachers in our section of the country who want to attend a physical education program have only the one opportunity, and they should take advantage of it.

To speakers and demonstration leaders, the Editor makes the request that you have your paper prepared so that it is available for later publication in The Pentathlon.

In Memoriam

LOREN M. POST—THE MAN

'o one having known Loren M. Post for uarter of a century, his sudden going es as a most severe shock. In looking r over this long friendship, there are ain things which clearly stand out which made of "Spike" Post something far more valued and worth-while than just a good friend.

No one could be in contact with him over a period of years without coming to a full and complete realization that he was a man —four square, two-fisted, and upstanding.

He was a man to tie to; one who was honest in both thought and action, dependable at all times; one who gave no grudging support or opposition; one who definitely took a stand, announced his position, and then defended it fairly and vigorously; one who was willing to rise or fall for the sake of a friend.

Such a man was "Spike" Post. We will all miss his keen humor and his rugged common-sense at our council meetings. More, our Society is now without his dominant leadership. His passing is truly a great loss to his friends, and a greater one to the Society of which he was president.

—FLOYD A. ROWE.

LOREN M. POST—HIS LIFE

Loren M. Post was born near Flint, Michigan, fifty-two years ago. His early education was obtained in a country school and was supplemented by all the books he could obtain to read.

His first teaching experience came when an unruly crowd of boys had made life miserable for one teacher after another until no more were to be had. "Spike," as Mr. Post was nicknamed, was picked for the job and proved himself master of the situation. This experience gave him the urge to follow the teaching profession and he enrolled at Mt. Pleasant Normal. Here his capacity for organizing affairs soon became apparent. He organized a school magazine, was president of his class, and participated in every form of athletics that was available; and in addition, worked his way through school.

After graduation, Mr. Post went to Albion High School as teacher and as coach of the football team. In 1908 he left to go to Butte, Montana, as principal of the high school.

In February, 1915, we find him in Detroit, working with elementary school athletics. This was the beginning of the elementary soccer program, the Decathlon, the Pentathlon, and other activities in the public schools. On May 30, 1915, was held the first Detroit Elementary Field Meet, an event that was destined to grow into the biggest school meet ever held anywhere at any time.

Mr. Post was a strong executive and one with vision. His was the driving force behind the Mid-West Physical Education meeting in Detroit last year; a convention so successful that it was lauded by physical education leaders all over the country. At the time of his death, Mr. Post was president of the Middle West Society of Physical Education. His policies were aggressive, and the society prospered greatly under his leadership. Once committed to a policy, he defended it in a fearless manner that commanded the respect of opponents as well as friends. Truly the physical education profession has lost a constructive, courageous leader who was just coming into the prominence and recognition that his ability merited.

Mr. Post's attractive and striking personality won him many friends. Personally and professionally, his death is an irreparable loss.

—NORTON H. PEARL.

Sixteenth Annual Convention Program

Middle West Society of Physical Education
April 24th, 25th, 26th, 27th, 1929
Headquarters—Hotel Morrison
CHICAGO, ILLINOIS

Wednesday, April 24th

(Morning)

8:30 A. M.—Registration.
9:00 A. M.—Visitation of schools. (Detailed information regarding schools will be given later.)

(Afternoon)

1:30 P. M.—Registration.
2:00 P. M.—Seeing Chicago. (Buses from hotel. Register for this tour at desk—a 50-mile trip over the Chicago Park and Boulevard System.)
2:00 P. M.—Visitation of schools.

(Evening)

8:00 P. M.—General session—Ballroom.
Presiding—Miss Mabel Lee, University of Nebraska, President.
Address—Mr. H. Wallace Caldwell, President Chicago Board of Education.
Address—Mr. William J. Bogan, Superintendent Chicago Public Schools.
9:00 P. M.—Social evening, in charge of Mrs. Louise Ege.

Thursday, April 25th

(Morning)

8:00 A. M.—Conference Breakfasts.
9:00 A. M.—General session—Ballroom.
Presiding—Miss Mabel Lee, President.
Address—Miss Jane Neil, District Superintendent, Chicago Schools.
Address—Major John L. Griffith, Commissioner of Athletics, Big Ten Universities.
Address—Dr. Jesse F. Williams, Professor of Physical Education, Columbia University.
"The Development of Professional Leadership in Physical Education."

(Noon)

12:15 P. M.—Alumni Luncheons.
12:15 P. M.—Luncheon Meeting—City Directors and Supervisors.
Presiding—Mr. Floyd A. Rowe, Cleveland, Ohio.
Address—Mr. James E. Rogers, Director of National Physical Education Service.

(Afternoon)

2:00 P. M.—Public School Section Meeting.
Chairman—Mr. Floyd A. Rowe, Cleveland.
2:00 P. M.—Women's College Section Meeting.
Chairman—Miss Gertrude Manchester, Ohio Wesleyan.
2:00 P. M.—Private School Section Meeting.
Chairman—Deyo Leland, St. Louis.
3:00 P. M.—Boy Scouts Section Meeting.
Chairman—H. W. Dickes, East Chicago, Indiana.
3:00 P. M.—Men's Athletics Section Meeting.
Chairman—Dr. Chas. Molander, University of Chicago.
Address—Major John L. Griffith.
Address—Mr. Avery Brundage, President, A. A. U.
3:00 P. M.—Industrial Section Meeting.
Chairman—Mr. John H. Gourley, Cleveland.
4:00 P. M.—Women's Athletic Section Meeting.
Chairman—Miss Elizabeth Halsey, University of Iowa.

(Evening)

6:00 P. M.—Research Section Meeting and Dinner.
Chairman—Mr. C. H. McCloy, New York City.
8:00 P. M.—General Session—Ballroom.
Presiding—Mr. James E. Rogers, Director of National Physical Education Service.
Address—Miss Ethel Perrin, American Child Health Association.
Address—Mr. C. H. McCloy, Secretary Research Section in Physical Education, National Council Y. M. C. A.
"A Testing Program for Physical Education in 1940."
Address—Dr. F. Maroney, President of American Physical Education Association and Director of Health Education, Public Schools, Atlantic City, New Jersey.

Friday, April 26th

(Morning)

9:00 A. M.—Orthopedics Section Meeting—Spalding School.
Chairman—Dr. C. O. Carlstrom, American College of Physical Education.
9:00 A. M.—Playground and Recreation Section Meeting.
Chairman—Mr. H. G. Reynolds, South Parks.
9:00 A. M.—Normal Schools Section Meeting.
Chairman—Mr. J. H. McCulloch, Michigan State Normal College.
10:00 A. M.—Y. M. C. A. Section Meeting.
Chairman—P. J. Lee, Y. M. C. A., Detroit.
10:00 A. M.—Y. W. C. A. Section Meeting.
Chairman—Bernice Miller, Chicago.
10:00 A. M.—Men's College Section Meeting.
Chairman—Dr. Dudley B. Reed, University of Chicago.

(Noon)

12:15 P. M.—Luncheon Meeting, Executive Committee, Mid-West Society.
Presiding—Miss Mabel Lee.

(Afternoon)

2:00 P. M.—General Session—Ballroom.
Presiding—Mr. A. A. Stagg, University of Chicago.
Address—Miss Lydia Clark, Director of Physical Education for Women, Ohio State University.
Address—Dr. Percy M. Dawson, University of Wisconsin.
"Some Ideals of Physical Education."
Address—Mr. Coleman Griffith, Director of Research in Athletics, University of Illinois.
"Some Studies in the Psychology of Athletics."

(Evening)

7:15 P. M.—Banquet
Presiding—Mr. Benjamin F. Buck, Assistant Superintendent, Chicago.
Address—Mr. A. A. Stagg, University of Chicago.
Address—Mr. James Weber Linn, University of Chicago.
Election of Officers for 1930.
9:00 P. M.—Dancing—Ballroom.

Saturday, April 27th

DEMONSTRATION PROGRAM

9:30 A. M. to 12:30 P. M.

Roosevelt Senior High School, Wilson and Kimball (3400 west and 4600 north)

Program and Time Schedule

BOYS' GYMNASIUM

9:30-10:30 A. M.—Teaching Projects.
9:30- 9:50 A. M.—(1) Corrective exercises for normal children. Dr. Carlstrom, American College of Physical Education.
9:50-10:10 A. M.—(2) Technique of Tap Dancing—Mrs. Louise Ege, Roosevelt High School.
10:10-10:30 A. M.—(3) Technique of Tennis—Miss Gertrude Byrne, Chicago Normal College.

GIRLS' GYMNASIUM

9:30- 9:50 A. M.—(1) Proficiency Test for High School Girls—Miss Callen, Lindblom H. S.
9:50-10:10 A. M.—(2) Technique of Volley Ball—Miss Gates, South Parks.
10:10-10:30 A. M.—(3) Rhythms — Miss Martha Courtney, Nobel Elementary.

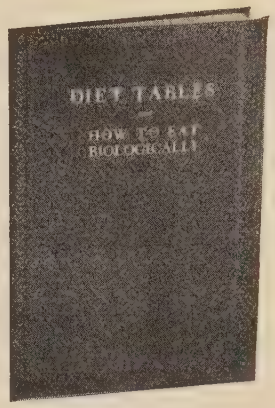
SWIMMING POOL

9:30-10:30 A. M.—Swimming Pageant—Girls from Calumet, Fenger and Roosevelt High Schools.
Swimming Class—Y. W. C. A.

BOYS' GYMNASIUM

10:30 A. M. to 12:30 P. M.

(1) Dance—Sunny Italy—Junior Girls from South Parks.
(2) Danish Gymnastics—Dr. Bovbjerg, Chicago Normal School of Physical Education.
(3) Boxing Drill—Boys of Lawson Elementary—Mr. George W. Sonnenleiter.
(4) Apparatus—Men and Women, American College of Physical Education.
(5) Dancing—Girls of Schurz High School—Miss Alma McRae.
(6) Tumbling — Girls of Marshall High — Miss Josephine Herlihey.
(7) Drill—Senior Girls from South Parks.
(8) Folk Dancing—Boys and Girls, Chicago Normal College—Miss Nellie Bussell.
(9) Number by Bohemian Sokols.
(10) Number by Children of West Parks.



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Swimming Land and Water Drills

ANN AVERY SMITH, B. S.

Head of Swimming for Women, Department of Physical Education, University of Illinois

TEACHING swimming by means of land and water drills provides for the use of the whole-part method of instruction. A demonstration of a stroke, as it is to be taught by instructor or practiced swimmer, serves as the means of presenting the whole stroke. With such a picture in mind, students are mentally "set" to learn of each progressive movement which composes the easily moving stroke as demonstrated.

The elements which compose the leg movements of a stroke, then those which compose the arm movements, may be taught by an instructor in much the same manner as are exercises in a gymnastic class. For example, the elementary movements of legs, then arms, may be taught "on count," then in even rhythm, and finally in swimming rhythm, first in land drill, then repeated in water drill.

The student is then ready to make the swimming of first the leg stroke, and finally the entire stroke, the next steps in progression.

Starting Positions for Land Drills

Although it is best that the alignment of the body in water drills resemble as nearly as possible that assumed while swimming, there need be no attempt to assume actual swimming positions as starting positions for the practice of land drills. Criteria for suitable starting positions for land drills are as follows: (1) The student should be able to hear the instructor and see his movements. (2) The instructor should be able to see the student's movements. (3) The student should be able to watch his own movements.

For example, the land drills for the flutter kick, used in the crawl and back crawl, and for the frog kick, used in the resting back and breast strokes, may be learned from a sitting position on the floor, legs extended forward, and arms extended backward, hands placed on the floor for support. The scissors kick, used in the side stroke, may be done from a side-lying position on the floor. In these positions both legs may be worked in unison. The arm movements of all of these strokes may be done in a standing position, as may also the coordination drills for arms and legs working together.

Teaching Elements of All Strokes

The teaching elements, into which the arm and leg movements of each stroke can be divided, are "reaching," "stroking," and "bending." The resting back, breast, and side strokes include a 2 to 4 count "hold" as an added element.

The word "reach," used in this sense, denotes extension of the joints involved. Before "stroking," the arms and legs are brought into complete extension to give complete range of movement for "stroking."

The word "stroke," used in this sense, denotes the steady, even, pressing, propelling movement of the arms and legs done in the extended position. In regard to the "stroke," let the water be compared to a stick of wood of breakable size. A quick blow on the stick will snap it in two in an instant, while the same stick can resist a slow, steady, pressing force for some seconds. In like manner a quick "stroke" with arm or leg in swimming tends to cut the water and fails to give propelling power. A slow, steady, pressing movement in "stroking" furnishes a driving force which will give a swimmer a maximum return on the energy expended.

The word "bend" is used in lack of a better word, to denote a more or less bent, relaxed position of the joints during the resting phase between "reaching" and "stroking."

The "hold" used in the resting back, breast and side strokes allows the swimmer to glide along smoothly in the water and receive the maximum return from the "stroking" movement.

Swimming Rhythms for Each Stroke

The swimming rhythm of the crawl and back crawl arm movements is "reach—stroke," "bend." The same rhythm is used in the flutter kicks of the crawl and back crawl. In coordinating the arm movements and flutter kicks together, there are from three to five complete revolutions of "reaching—stroking," and "bending," for the legs, to every revolution of "reaching—stroking," and "bending" for the arms.

The swimming rhythm for the resting back-stroke is "bend" (of arms and legs), "reach—stroke" (of arms and legs), "hold" (of arms and legs). The leg "stroke" finishes a moment or so before the arm "stroke," due to the added distance through which the arms course.

The swimming rhythm for the breast stroke is "stroke" (of arms), "bend" (of arms and legs), "reach (of arms and legs)—stroke" (of legs), "hold" (of arms and legs for 2 to 4 counts).

The swimming rhythm for the side stroke is "stroke" (of under arm), "bend" (of arms and legs), "reach (of top arm and legs)—stroke" (of legs), "hold" (of arms and legs for 2 to 4 counts).

Water Drill for the Back Crawl

Plate I shows the "bending," "reaching—stroking" movements of the back crawl as they may be done in water drill.

As a starting position for practicing the arm movements, a back-lying position with toes hooked under the railing may be taken. For practicing the leg stroke, a hand grasp of the railing, in back lying position, may be taken.

On Plate I, reading from left to right:

Student No. 1 is executing the "bend" of the right arm. Note the slight flexion at the wrist and elbow, and the adduction of the wrist. The latter is a preparatory movement to "reaching."

Student No. 2 is swinging to "reach" position, in preparation for the "stroking" to follow immediately.

Student No. 3 is "stroking" directly downward through a 180 degree arc, with an extended arm. Note the waist rotation of No. 3. This is invaluable as a "follow through" movement of "stroking." It also serves to bring the opposite arm into position for easy recovery from the water. Waist rotation should not be confused with "rolling." "Rolling" implies a turning of the body as a whole from side to side. Most instructors of swimming agree that such motions of the body are faulty and unnecessary, as they tend to detract from the speed, power, and independent action of the leg stroke. On the other hand, an amount of waist rotation which influences but slightly a continuous flutter kick is invaluable to the flowing movement of a beautifully coordinated back crawl stroke.

The final analysis of the coordinated movements of the arms in the back crawl swimming rhythm are as follows: As one arm strokes through the 180 degree arc, the opposite arm recovers from the water, relaxes and rests (moving through the "bend" position), then "reaches." The arms move equidistant at all times, so that as one arm finishes stroking, the opposite arm takes it up.

Plate 1

Student No. 4 is executing the relaxation or slightly "bending" phase of the left leg.

Student No. 5 is executing the "reaching" of the left leg.

Student No. 6 has finished "stroking" downward with the left leg. Note that the ankles are extended and toes pointed throughout the three movements as given, and also that the hips are extended and held near the surface of the water.

Teaching Points of the Back Crawl Flutter Kick

The following points should be emphasized in teaching the back crawl flutter kick. (1) Keep feet and knees more or less under the surface of the water and make the churned variety of bubbles on top of the water around the knees and feet, as a result of foot, leg, knee and hip action. Splashing of the water, giving a "thumping" sound, usually indicates that the "stroke" is being made in the wrong direction—that is, upwards instead of downwards. (2) Keep ankles extended, toes pointed, and slightly "pigeon-toed." The latter position of the foot takes advantage of the maximum range of movement in the ankle joint. (3) The downward "stroking" movement should not be slighted. It is the most important of the three movements involved. One "bends" and "reaches" in order to "stroke." (4) "Stroke" downward with the back of the leg and the sole of the foot, through an 8 to 12 inch arc, by extending the hip joint. The knee and ankle should be extended, toes pointed, throughout the "stroke." (5) A student should be allowed to determine his own rhythms, subject to the advice of the instructor. It has already been stated that for every revolution of "bending," "reaching" and "stroking" for the arms, there may be from 3 to 5 complete revolutions of "bending," "reaching" and "stroking" for the legs.

Teaching Points for Distance and Speed Swimming of the Back Crawl

In habituating an easy continuous rhythm for middle distance and distance swimming, the swimmer may repeat over and over as he swims, "reach—stroke," "reach—stroke," etc.

In swimming the back crawl for speed, due to the increased rate of the arm movement, the "bend" at the elbow, during the recovery, is possibly less than in distance or middle distance swimming. Also, the swing to "reach" is more emphasized in speed swimming, thus giving added momentum and hence greater power to the "stroking" movement following. The speed swimmer may set his rhythm by repeating "reach," "reach," etc., to himself as he swims.

Throughout the land and water drills and during swimming of the back crawl, the recognized points of good posture may be stressed to good advantage.

Plate II

Water Drill for the Crawl

Plate II shows the "stroking," "bending," and "reaching" movements in coordination with breathing, as they may be done in water drill.

The arm movements may be practiced from a standing position in the shallow water, knees bent, so that the shoulders are under the surface of the water, as they are in actual swimming.

The prone flutter kick may be practiced from a hand grasp, prone-lying position, elbows braced underneath the water against the side of the pool to keep the body in a floating position.

Student No. 1 is assuming the starting position from which the crawl arm movements may be done. The arms, one forward and the other backward, are extended at the surface of the water.

Student No. 2 is "stroking" the right arm downward and, at the same time, is inhaling her breath. Note that, because of slight waist rotation, the right shoulder "follows through" the stroking movement of the arm. What was said in regard to waist-rotation as compared to "rolling," in the back crawl, may apply to the crawl as well.

Student No. 3 has moved her left arm from the position of backward circumduction, palm up, to the "bend" position. The breath may be held at this time. The flexion at the elbow need not be as pronounced as shown by students No. 3 and No. 6.

Student No. 4 has swung the left arm forward to the "reached" position, and continues to hold the breath.

Student No. 5 is "stroking" with the left arm and, at the same time, is exhaling through the nose under water.

Student No. 6 has moved the right arm from a position of backward circumduction to the "bend" position, during which time the breath is held with the face under the water.

Student No. 7 has swung the right arm forward to the "reached" position, during which time the breath continues to be held.

These movements should be learned "to count," then practiced in more or less even rhythm, and finally in swimming rhythm.

The final analysis of the coordinated arm movements and breathing in swimming the crawl is as follows. As the right arm strokes through a 90 degree range the breath is inhaled and the left arm, recovering from the water, relaxed and resting, moves forward to the "bend" position. As the right arm continues to stroke through the remaining 90 degree range, the left arm swings forward to "reach," and the breath is held. Now the left arm takes up the "stroking" and "strokes" through a 90 degree range; the breath is exhaled and, at the same time, the right arm recovers from the water, relaxes, and moves forward to the "bend" position. The left arm continues through the remaining 90 degree range, during which time the right arm swings forward to "reach," and the breath is held. The coordinations may then be repeated from the beginning. The arms move equidistant at all times, so that as one arm finishes "stroking," the opposite arm takes it up.

Student No. 8 is executing the "bend" or relaxation phase of the right leg.

Student No. 9 is executing the "reach" of the right leg.

Student No. 10 has finished "stroking" upward with the right leg.

Teaching Points for the Crawl Flutter Kick

The following points should be emphasized in teaching the crawl flutter kick. (1) Keep the legs straight. Students should not try to bend the knee at any time. The downward movement of the leg against the resistance of the water in preparation for "stroking" upward tends to bend the knee all that is necessary. (2) Keep ankles extended, but relaxed, and toes slightly pigeon-toed. The latter position of the foot takes advantage of the maximum range of movement in the ankle joint. (3) Swing the legs up and down from the hips by passing the knees back and forth. The "stroke" is on the upward pressure, so the emphasis should be in that direction. (4) Attempt to press upward on the "stroke" with the back of the leg and the sole of the foot. (5) Keep the legs under the surface of the water, but make the churned variety of bubbles on top of the water as a result of the leg action. Splashing of the water, giving a thumping sound, indicates that the "stroke" is being made in the wrong direction, that is, downward instead of upward. Lifting the legs above the water surface at the finish of the stroke wastes energy and for this reason should not be done. (6) The instructor may at first set the rhythm for leg stroke water drill, but after the movements involved are learned, the students should be allowed to set the rhythm that is most natural, subject to the advice of the instructor.

As has been stated, for every revolution of "bending," "reaching," and "stroking" for the arms, there may be from 3 to 5 complete revolutions of "bending," "reaching," and "stroking" for the legs.

Inhalations and exhalations of breath must influence the movements of arms, legs and trunk as little as possible.

Teaching Points for Distance and Speed Swimming of the Crawl

In habituating an easy, continuous rhythm for middle distance and distance swimming,

(*Concluded on page* 42)

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Modern Styles in Basketball Offense

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OFFENSIVE basketball has undergone its greatest development in recent years. Definite styles and types have been invented. The day has passed when a coach could toss up a ball, blow a whistle, let the team scrimmage, and trust the men to find an offense. Good teams have been creatd this way out of good material, but the trouble has come from the fact that only one type of offense has resulted. It was always a simple offense, and being simple, the proper defense stopped it easily. Since these teams were limited to the one offense, there was no alternative when this offense was stopped, and consequently they were often defeated by inferior teams properly handled. These defeats came oftener toward the end of a season, because properly coached teams were reaching their best development then. Defeats hurt more when a season is closing, as they leave a serious doubt as to the success of a season as a whole.

The above situation has occurred time and again. The fault came from superior defensive play of opponents. Defense had surpassed offense in its development. It has been said of all sports that there is a defense for every offense. Consequently it became a necessity to have an offense for every defense. As the coach of your next opponent plans a defense to stop your attack, so must you plan an offense to pass his defense.

Many ingenious types of offense have resulted. Coaches had to depend on their inventive faculties. These faculties have responded with encouraging results. Coaching schools, books, and magazine articles have spread these far and wide. They have been copied, imitated, blended, and added to until scarcely recognizable by the originator. Therefore many different styles have been developed, all different, yet similar in their classification.

It is not the purpose of this article to elaborate on all these various individual types, but merely to classify them generally. This is quite easily done in three divisions, as follows:

(a) The fast break.
(b) The set offense.
(c) The stall type.

The Fast Break is as old as the game itself. If your opponents let you use it and you handle it properly, it is still the best offense in existence. It is a foolish defense which permits it continually. Its purpose is to take advantage of the off-balance position of the defense who have just lost the ball. The idea is to beat them to your basket with the ball with a combination of five on four, four on three, three on two, two on one, or finally one against no one. It gives you, at once, from the start down the floor, the numerical advantage of players, which is the purpose of every type of offense, but which in the other two types requires much maneuvering.

The other advantage of the fast break lies in the fact that it keeps the opponents from bringing too many men into their offense, that it has the tendency to give your team many free throws on account of frantic fouls by opponents, and that it is simple to teach.

The difficulty of this style arises from the fact that it requires an open defense as well as a good dribbler on your team. Its biggest danger comes in its abuse through over use. In other words, your team will use it without the off-balance or numerical advantage. This causes unnecessary and foolish loss of the ball. As far as the fans are concerned, however, it is the "only game" and has them standing in their seats.

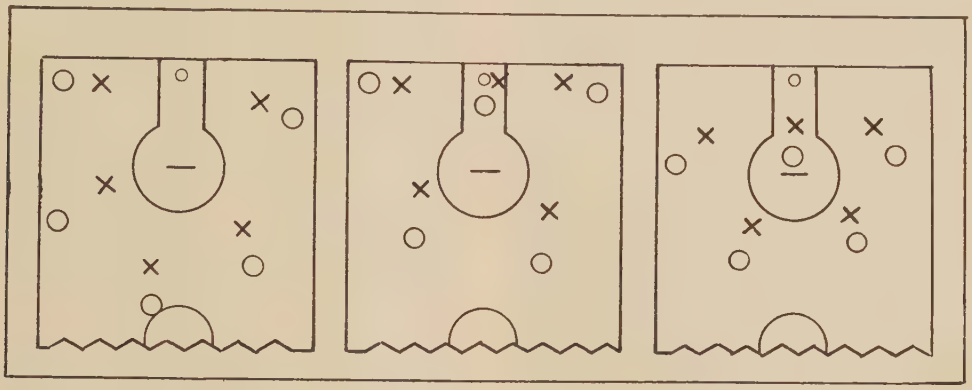
The Set Offense is used against a set defense when the object is to go right down and score. The advantage is now with the defense unless proper formations, plays, and handling of the ball is emphasized. Of the three, the handling of the ball is the most important. In fact, the battle now resolves itself into a contest in which each team hopes for a misplay by the other; the defense hoping for a bad pass or shot by its opponents, and the offense trusting that the defense will be drawn into a lapse in position or a foul.

Many offensive formations have been used but all favor at least two men deep in the defense. In other words, there are men behind the set defense and also men in front. This results in what may be described as pinching or scissoring. It makes a man-to-

man defense almost imperative, or fairly easy shots will be secured.

Some of the better formations are shown herewith. X signifies defense and O offense.

Innumerable plays are possible now by breaking the ball to one of the deep men breaking out. Cuts and blocks develop. The dribble is used in crossing the floor, and all passes are met by a teammate, with the one or two hand underhand pass being used.



Offensive formations with men stationed behind the set defense

Usually a play is started out of which a shot results. The team is in good position to follow-up, and yet if the ball is lost its men can hurry to the defensive. The guards have already taken a defensive position at the time of the shot. In the case of the guard-around play, the center or one of the forwards should take his place. Too many men in the offense clutter it up. Too few make it easy to stop.

Medium long shots are taken if short shots do not develop. The long shots should be taken only if plenty of time is available. A hurried or off-balance long shot is almost as poor a play as a bad pass. A bad pass in this territory gives the intercepting team a fast break for their goal.

The importance of driving two or three men on the backboard cannot be overemphasized. Many tip-in shots are secured and many held balls also. Properly coached, these two or three men, by playing the ball off the board and by closing in on the defensive guards, can prevent the opponents from getting away to a fast break up the floor.

The Stall Type of Offense is used under various conditions. A defense checking you as you take the ball off the backboard may force you to use it. Sometimes a defense is set so compact, as in a close zone type, that you do not care to go against it. The defense then can be brought out by withholding the ball from play, that is, if you are ahead in the score. You may be ahead and with few minutes to play, naturally not wish to give up the ball. This, of course, is plain stalling with no attempt to score unless a chance is almost deliberately presented. In considering the stall type offense where scoring is still desired, the formation used is usually two men on each side line with three men back. Possession of the ball is the object and only sure short shots are taken. Only sure passes are made. The movement of players is deliberate. Blocks are not as essential as cuts. Cuts come oftener than imagined because the defense relaxes. The same principle is seen in a race: two racers are jogging along together two hundred yards, when suddenly, twenty yards from home, one jumps out at full speed and wins by a step. A spurt like this is enough in basketball, since the ball has been passed to the player en route.

This type of offense is good the second half if a good lead has been secured the first half. It is almost essential if you are continually out-jumped at center or on held balls. In other words, you have to score oftener per possession of ball, since you will not have it as often as the opponents. The stall style is a winner in tournament play, since it is a strength preserver for the stallers as well as a demoralizer for the opposition. It takes patience to coach, is not enjoyable to the players, and is hated by the spectators. If its use becomes general, attendance will surely fall off.

Plain stalling, with no attempt to score, is obvious. It resolves itself to a defense, since you are only maintaining a lead. It has lost more games than it has won. Woe to the team which once loses the lead it has stalled

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The Utilization of Free Play in Physical Education

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FREE PLAY connects the environment of the home with the school gymnasium or playground. Free play does not mean unsupervised play. Even though a child chooses what he wishes to play, he must be governed by a supervisor. The teacher keeps a careful watch on everything that goes on in the gymnasium and permits as much self-expression as possible, but neverthless is ready to limit the actions of the child when he interferes with the rights of others who are acting within the laws of health and personal freedom. In the gymnasium the laws of health obtain and it is the business of the physical instructor to lay a foundation by physical education or exercise that can be built upon to make a child a useful citizen.

In free play the program of games that are seasonable holds the pupil's attention naturally. Forced interest is always difficult to hold, as the youth of today takes play for granted and expects the gymnasium to furnish relaxation. They rebel at a "cut and dried" program. A program, however, that carries variation and is carefully thought out has at once recreational value and physical development as well.

Though this paper is concerned with free play, just a word should be said here concerning formal work as it has its place even in free play. It has its value especially in small gymnasiums with many students. It has many phases, but its most valuable asset to free play is in short formal lessons to insure a respectful attitude toward the teacher. Free play would be useless if not properly supervised, and proper supervision does not exist without respect for the supervisor. The gymnasium class that is permitted to run at will accomplishes nothing.

The word "attention" has been much misused in gymnasiums. A teacher often steps on the floor to teach a lesson, using the word "attention" before collecting the necessary apparatus. The psychological effect is bad if, after the teacher uses the word "attention," he leaves his group to do something else. Pupils when ready for a lesson expect the regular order of events to proceed.

The normal class consists of sixty. Crowded classes cannot be handled with maximum efficiency, but can be taken care of provided sufficient space is available. Practically all gymnasiums where effective work is done have their floors marked off in numbers to facilitate roll call. Each member of the class stands just behind his number and when the active class begins the teacher may easily turn his class to gain any formation. After roll call is accomplished, commands as "Class, attention," "Right dress," etc., are given.

The following is an illustration of a type lesson for a normal class. For purposes of analysis the lesson is divided into four parts:

PART ONE

One of the following may be used:

a. Right face, mark time, column left or right, forward march.

b. Line mark time, forward march, rear march.

c. Right face, mark time, form twos or threes, or fours, left oblique and march.

PART TWO

While marching change to on toes, forward run. To cover the gymnasium, the group is brought down the center facing windows in six lines with ten in each line. To open ranks, outside files starting on count one, next inside on count three, and inside files on count five. Ready, open ranks, One! Two! Three! Four! Five! Six. If space is available no one should be touching anyone when arms are parallel in front of the body. The space at side should be such that arms flung sidewise will touch no one.

PART THREE

Free Play: Largely governed according to season of year. In the fall volley balls are used; in the winter, basketballs, and in the spring, baseballs. The youth of today is interested in seasonal games and will use therefore the ball of the seasonal game. Here baseballs are used in the free play of the lesson.

a. The first one in each line steps forward about ten feet, facing line, and throws an underhand pitcher's ball to each one in his line in succession. Each one in the line has the same opportunity. The ball is returned to the person facing the line the same way as thrown. As soon as the person in the line has caught and returned the ball, he drops to the back of the line and the next one does the same until all nine have done the same. The second one in the line takes the ball to the front and repeats the play of the first in line, and so on until all have had the ball. Sometimes this is run as a relay and the time element enters also with the competitive element, as the line through first wins the relay.

b. The same procedure is used again, only the ball is thrown overhand instead of underhand.

c. The same procedure is used again with a ground ball rolled so that the person receiving the ball has to pick it up, stooping to pick up with the right hand on the side of the left foot; use also the reverse, picking up with left hand on side of right foot. (Of course, indoor baseballs are here used instead of league balls. If the lesson is used, with the idea of utilizing the throwing and catching of balls as foundation of playing indoor baseball, explanation of when to throw an overhand, an underhand, or a rolled ball should be given. Baseball is a game played running and catching on the toes, and overhand balls should be thrown high so catcher has to jump to catch them.)

PART FOUR

a. Close ranks, all starting on count one, counting one, two, three, four, five, six. Break into twos, using deep breathing as in the first part of lesson.

b. Break runs and send to dress.

The ideal arrangement permits time enough for showers before gymnasium outfits are replaced with street clothes.

This lesson illustrates how free play or natural play may be utilized without the class becoming unmanageable. The competitive spirit is so natural that it is used to make the interest in the lesson keener. Nearly every young person is interested in a ball, and in the use of balls you have the pupil doing the interesting, natural thing.

Free play is really nothing new, but old things taught in a more interesting way, considering the natural inclinations of young people and bringing in all types of exercises pleasantly. One of the most natural things a child does is to run and skip. Running and skipping can be so easily combined with hopping and gliding. The natural child comes running into the gymnasium. When the pupils are going through the regular warming-up exercises, it is a good idea to change them from marching to running on toes, then into skipping and gliding. In the skip use knees raised high so they will get more exercise. This type of work is indeed flexible, for if you find the pupils enjoying running you may have a competitive running relay. Likewise skipping, gliding, and hopping may be used as relays. Simple dance steps may be used here and even folk dances taught very successfully. As a whole, intricate steps do not appeal to the large group, but the rather simple steps successfully hold their interest.

The youth of today is after the new, the different, the novel, so interest should never be allowed to lag. We like to do what we are able to do best, so the pupils do with relish that which is learned without too much effort, but to which the muscles easily accommodate themselves.

The flexibility of free play is one of the greatest of its assets. The ability to put into a lesson something different if interest lags certainly has many advantages. While all young people cannot learn to play all games well, they still like to watch games, and they may learn enough about them in our free play periods to gain a better understanding and therefore a keener enjoyment of them. For instance, if pupils have been taught how to put a shot, or jump hurdles, or broad jump, or do other track events, they will take much more interest in a competitive meet when one occurs. Again, you may arouse the ambition of your pupils by interclass competition. They may qualify to compete and may then have some part in athletic activities. One other value that accrues from this type of lesson is the acquiring of muscular skills which are necessary later to adult physical recreations.

The recognition of the need of physical activity today gives free play its rightful place, and through natural aptitude and ability the individual is given a chance to choose that which he likes best. All this has come about naturally as a development in physical education. No other kind of gymnasium work has met with such whole-hearted interest on the part of the pupils. Because of the many branches of work that it covers, all muscles are brought into play. Interest is kept at its peak through a variable program. Larger groups can be handled more successfully through free play, and therefore it has won its place in physical education, and surely so important a place that it is not only used to a large extent but occupies first place in the minds of many.

With the proper training, a real physical instructor can utilize all material to the best advantage. Many things enter into the making of a good instructor. Personality counts for a great deal and is especially necessary for successfully handling a free play program. The teacher must have enthusiasm; he must secure the respect of his pupils and their confidence in his ability. If to all these is added love of the instructor, there is no end to the good that may be accomplished.

Free play is not so easy to teach as a "cut and dried" program, and therefore has not been used as much as it should be. Lack of understanding of free play is also a drawback, as many think it means no discipline, while in reality it means greater control by the supervisor. To give the pupils what they should have, at the same time making them want it themselves, is certainly no easy task, but when instructors thoroughly understand the value of free play it will be utilized more and more.

Mass Instruction in Boxing

LESTER M. PHILBIN
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AFTER the left lead has been explained and practiced, the next step is to teach the fundamentals in blocking the lead. There are five fundamental blocks, and they should be taught in the following order, as they are explained in order of their importance and rated as to the degree of difficulty in execution.

The Left Lead and Its Block

1. Glove Block.
   a. The right should be turned up with the back of the glove on the neck side of the jaw.
   b. The palm of the hand should be turned toward the opponent and the glove should be open.
   c. Strong emphasis should be made on the fact that the glove must be on the neck to avoid a double impact when the blow is landed.
2. Back Step.
   a. Step back to avoid the blow, keeping the weight over the left foot for an effective counter punch.
   b. The right foot goes back first as a step and the left is drawn back to allow the weight to be shifted forward with a punch.
3. Slip Right; Counter Left.
   a. The body should be bent to the right to avoid the blow.
   b. Straight left after the opponent has missed.
   c. When the left has landed, the position of the body should be the same as after the left lead except that there should be a bend at the trunk, due to the movement in that direction to avoid the blow.
4. Slip Left; Counter Left.
   a. Same as above except that the boxer slips to the left.
5. Brushing off the punch.
   a. This should be given only to the more experienced classes, due to the fact that there is a natural tendency to slap off the punch, which leaves an opening for the opponent. Only the slightest move of the hand is needed to guide the blow in another direction. The momentum of the deliverer does the rest. This is, without a doubt, the best method of taking away the effect of the left lead, for it requires the least effort and ruins the chances for the opponent to follow through.

After the offense and defense of the left lead has been practiced until they are worked effectively, the other blows follow in a systematic arrangement. Following the left lead comes the straight right, which is delivered from the position after the left has landed.

On delivering the straight right, the arm is extended straight out with the palm of the hand turned down and the weight of the body shifted to the left foot while the blow is being executed. Immediately after the blow is landed, the weight is equally distributed on the balls of the two feet, with the right slightly in front of the left. The left arm bends at the elbow and goes into the same position as the right holds at the time the left lead is landed. This should then be the proper position from which to deliver the left hook, consequently the next blow to teach.

From the above described position, the left hook is effectively executed by shifting the weight to the right foot and landing the

The glove-block. The left arm is to the side to show the position of the right

left hand with the twist of the body that brings the left foot around in front of the right. The force of the blow should bring the foot back in place if the weight of the body is put behind the blow. If the boxer steps his weight into these various positions, he is not hitting properly and should be corrected.

The right cross, showing the difference in the placing of the feet from that of the straight right

The arm should be held rigid and bent at the elbow, which should be kept close to the body in order to make the weight count with telling effect. If the elbow is not kept close to the body, it will leave a dangerous opening. After this blow has been properly executed, the boxer will be in the fundamental boxing position. It will be noted here that these three blows make a complete cycle from the fundamental boxing position through a series of blows that brings the boxer back to the original position.

Then comes a differentiation in blows. After the boxer works at the preliminary stages, he begins to shift his weight without stepping his feet but instead bending his knees to throw the force of his weight into the blow. From here he will be able to use the blows (that will now be explained) to get good results.

The left jab should be taken up as the next step following the "three-cycle" punches. It is delivered in somewhat the same manner except that the weight isn't shifted by throwing the body behind the blow and allowing the feet to follow. Instead, it is made by bending the knees and allowing the weight to go into the punch without changing the position of the boxer. It is an excellent counter punch which is used after an opponent has been made to miss. It is also effectively used as a "feeler punch" before the offensive boxer is ready to land a right, and is frequently used to judge the range of an opponent.

In delivering the left jab, the blow is started from the fundamental boxing position. The left is rapidly thrust forward but does not need to be completely extended as in case of the left lead. The weight should be well over the left foot, with the knee bending to allow the weight to go with the blow. This should be a decidedly short punch, with the hand and arm returning to the guard position as soon as possible to afford protection to the heart and also to make it possible to repeat as many times as deemed necessary.

The difference between the left lead and the left jab is a very marked one, and the discrimination of the two comes only with

The straight right, in which the right foot comes ahead of the left

experience, as various situations demand alertness and decisiveness in judging the proper one to use.

The only methods of defense for the left jab are the body weave and the brushing off of the punch. Many times a boxer is able to avoid the jab by beating the other fellow to the punch, but this is quite unusual

as the jab is such a short and decisive blow. The body weave is done by bending at the trunk so as to make a moving target and therefore more difficult to hit.

The left jab is a very effective defense for the straight right described above. Another defense for the same blow is the left lead with the chin kept behind the shoulder.

Illustrating the right uppercut, showing how the left hand is in position for protection and the elbow is close to the body

These defense movements and blows may all be combined with the back steps and side steps, for footwork is a large part of the boxer's defensive tactics.

The right cross may then be explained and practiced, with the same differentiation from the straight right as the left jab has from the left lead. The elbow is held close to the body for protection to the heart, and the force of the blow is put in by thrusting the weight on the left foot and bending the left knee. In order to land the blow, it will be necessary to bring in the shoulder with the right. This cannot be used effectively from long range but is best used when an opponent is persistently boring in and there is little or no time for the boxer on the defense to shift his feet with the blows.

The defense for the right cross is to keep the chin behind the shoulder and box at long range, using the left lead and the straight right to keep the opponent at a distance. A lot of foot-work and counter-punching is needed to keep out of danger.

The right upper-cut is a very difficult blow and should not be taught to beginners. After a boxer has reached the point where he is entered in competition, he will sometime find this blow necessary; but it should be avoided in teaching a class or in teaching beginners, because of the danger of the blow and the complications involved in using it.

The upper cut is never delivered from a position in the open where the boxers are not together. It is always used when the boxers are in a clinch or when they are boxing at close range. The elbow is kept at the side when the blow is executed and the force depends on the movement of the body. The weight of the body is shifted into the blow by pushing off the right foot and then bending the right knee so that the weight will fall on the left foot. With the weight on the left foot, the punch is delivered by twisting the body so that the shoulders accompany the blow. At the same time the body is turned into the blow, there should be a push off the left foot so that it lifts the weight up into the blow. This is a very important factor in the execution of the uppercut, and because of the difficulty of acquiring this skill, the blow is effective if it is properly

Weaving under the left lead and keeping the weight forward

delivered. It is so seldom used properly that when the opportunity presents itself to one who knows how, there is nothing to stop it. There really is no defense for the blow because it is never delivered until one sees an opening for it. When the blow is started, it should be so fast that the opponent has no time to defend himself.

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Elimination of the Tip-Off

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DURING the last few years, many new proposals have been suggested to overcome certain objectionable features in the great American indoor sport — basketball. The game in its original state was meant to be a passing game, but has developed into a "jump-ball" game and the team with the big center or tall players has a decided advantage in the present game.

Basketball would be more health producing if we could eliminate the jump from center and later the jump ball on the court. Fully sixty per cent of our injuries come as a result of jumping—sprains, bruises, torn ligaments and sometimes broken bones. More than twenty-five per cent of our fouls called during a game are the result of the jump. Many officials spoil the game by calling jump ball when near personal contact takes place, this being the easiest way for the weak, untrained official to avoid a situation where sound judgment is required.

Why not eliminate the center jump from the game? Bring it back to the original idea of the founders of a "passing game," not a game of stalling, pushing and shoving. Why not eliminate the mad scramble at center every time a goal is scored? In the average college game of forty minutes, there are from twenty to twenty-five center jumps, each jump consuming about ten seconds. Thus one can realize that this precious time can be utilized by a clever passing game and at the same time keep the spectators from concentrating on the officials. Few officials toss the ball correctly; either it is too high or too low. The centers are not warned when the ball is to be put in play. The ball is either thrown too far in front or to the rear of the jumper. When a center is clearly controlling the tip, it is not uncommon to see him interfered with regularly without a personal foul being called. Very few officials observe the "hitting the ball going up" rule. A tall center is worth from eight to ten points per game. Why should one boy, because of his long arms or extra inches, dominate the play?

Eliminating the center jump keeps every valuable feature in the game and removes many of the dangerous elements. To put basketball on the high plane it deserves can only be accomplished by overcoming some of the more objectionable features of the game to make it more popular with the American public. It is my belief that the elimination of the center jump will do this.

Eliminating the center jump would prevent stalling to a certain degree because of the definite assignment of the ball. The actual playing time will be increased, which will mean larger scores, which will increase interest of the spectator as well as the athlete.

I will discuss a few of the changes under my proposed scheme: (1) The captains will decide prior to the start of the game, by a toss of the coin, who will get possession of the ball. The same privilege will be given the loser of the toss at the start of the second half. (2) The winner of the toss shall put the ball in play under his opponent's goal from out of bounds at any spot on the end line. (3) When a team is scored on either by a field goal or a free throw, the team scored upon shall put the ball in play under its opponent's goal on the end line, out of bounds, the same as at the start of the game. The officials shall secure the ball and give it to the player out of bounds without whistle or delay on the part of either team, and play shall continue. (4) The same out of bounds rules will prevail and the ball shall be passed in from out of bounds within five seconds or the official shall award the ball to the opposing team at the same spot.

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The Conduct of Basketball Tournaments

PAUL R. WASHKE

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AT the time of the publication of this article there are undoubtedly many basketball tournaments being planned, organized, or conducted. The purpose of this paper is to offer some suggestions and helps for the successful carrying-out and completion of these tournaments.

Types of Tournaments

First, let us consider the classification or types of basketball tournaments to be promoted.

In some localities and states we find the school teams, "Y" teams, and industrial teams, etc., divided into classes. The determining factor for the classification of a team is very often the enrollment or population of the unit to be represented, or it may be the estimated and accepted strength of a team as evidenced by its immediate past season performance. If there are to be Class "A," "B," "C," etc., tournaments, there should be an existant provision that a team of a lower classification should have the privilege of playing in a higher division if it so desires. Of course, once having chosen the higher class tournament, it is necessary for said team to remain in that classification until the finish of the tournament or until the team has been eliminated. The provision which allows a Class "C" team to play in a Class "A" tournament overcomes the objection that a strong lower division team "could have won the state championship had they been allowed to enter the Class "A" tournament." Of course, such objection does not arise often, but when it does it is usually because the supporters of a lower classification team feel that their team could have played as well or better than the teams in the higher classification.

The Number of Tournaments

As to the number of tournaments: In some states we find three or four different tournaments on successive weeks or week-ends. Usually we find the county or district tournament, followed by the larger "regional" tournament, in turn followed by the state tournament, and then in another fortnight perhaps we find some of the same teams participating in a national tournament. For the teams that lose out in the first or second tournament the strain and absence from classes or work probably is not too much. But for the teams that go through three or four tournaments, with four or more games in each tournament, inside of a month, there must be danger of over-doing.

Location

The location of a tournament is of importance and is one of the first points to be considered and decided upon in planning it. Some of the more important points to be taken into consideration regarding location are:

a. Are playing facilities satisfactory?
b. Do the eating, sleeping, resting, etc., facilities insure the proper living conditions for the participants?
c. Is the seating capacity large enough to insure teams' supporters a fair chance of seeing the games in which they are interested?
d. Is the location centralized or near enough so that supporters will not have to travel too far?

If the above four questions are satisfied, then the financial success of the prospective tournament is almost assured.

Publicity

After the decision to promote a basketball tournament and the selection of the site, comes the item of publicity. "It pays to advertise" is a well known slogan and well may it be used in the successful promotion of basketball tournaments. Newspaper publicity is naturally the most desired because of:

a. The number of people reached.
b. The lack of difficulty in securing space.
c. The newspapers' desire for items of local interest.
d. The opportunity for new stories almost daily.

Other items under the head of publicity are:

a. Invitations—from tournament manager to the units to be invited. Entry blanks should be enclosed.
b. Printed programs—giving the names of players, coaches, officials, pairings, rules and regulations, sportsmanship code, etc.
c. Tickets—sent to be sold by competing schools.

The difficulty of distinguishing between the duties of the publicity director and the chairman of the printing committee is some-

times overcome by combining the two jobs and letting one individual or committee be responsible for both. Under such a plan the printing and distribution of tickets go hand in hand with tournament publicity and program printing. Three types of tickets should be arranged for:

1. Season tickets
2. Single admission tickets
3. Competitors' and complimentary tickets

The price for the above-mentioned tickets is often the cause of discussion. In order to insure a financial success, those in authority may be apt to charge more than the student or general team supporters can afford to pay. This has the effect of diminishing the attendance of the school children or supporters that a team is representing. If a large number of people are to get enjoyment and benefit from a basketball tournament, the admission price must be kept at a moderate figure. The happy medium, of course, is the admission price that will:

a. Fill the seating capacity.
b. Insure financial success of the tournament.
c. Allow students or followers to support their teams by being present when that team plays.

Other Pre-Tournament Arrangements

Some further necessary pre-tournament arrangements may be listed:

a. Secure competent officials (referee and umpire).
b. Appoint scorers, timers, door-tenders, ticket takers, ushers, janitors, and locker-room attendants.
c. Post a large placard so public can see drawings, round winners, times of games, etc.
d. Procure extra set of white jerseys to avoid difficulties if two opposing teams are wearing similar-colored uniforms.
e. Arrange a meeting between tournament managers and team representatives just preceding the tourney, to agree upon interpretations, ground-rules, and other points not covered by rule-book or tournament authorities, etc.
f. Construct a suitable scoreboard.
g. Decorate the gymnasium. It can be easily and attractively decorated by banners, pennants, and school or organization colors of the competing teams. Such decorations can usually be procured from the team managers for the asking.

Dressing Room Provisions

Dressing rooms and their proper care are important items in the conduct of basketball tournaments. Some points to keep in mind are:

a. Competitors should have good-sized, comfortable, and well equipped dressing rooms, where they can dress, undress, rest between halves, and safely store or check their clothes and valuables.
b. Officials are entitled to comfortable dressing rooms, separate and apart from competitors, where they can rest between games and also make their headquarters.
c. All dressing rooms should be designated by placards for the benefit of the teams and the general public in attendance.
d. First-aid equipment, with a competent attendant, are necessary and must be stationed in close proximity to all dressing rooms and playing spaces. It is also advisable to have a physician in attendance at each session of games.
e. Dressing room attendants must see that the assigned spaces are continuously clean and inaccessible to anyone except competitors, coaches, managers, etc.

Entertainment of Teams

The entertainment of visiting teams must be taken into account in planning a tourney. It is not always well to have teams watching other teams play, especially when intense rivalry exists. The tense atmosphere may be conducive to using up nervous energy. If the tournament is being conducted nearby, it might be better for teams from nearby localities to go home, sleep in their own beds, and avoid the excitement of the tourney as much as possible. For those teams staying in the tournament town, some form of entertainment besides basketball is suggested. Trips of inspection, sight-seeing rides, wholesome movies or stage presentations, or other athletic exhibitions can be used to make an entertainment program during the hours when the competitors are not called upon to play.

The problem of properly feeding tourney players is one that can give some concern. Coaches generally are quite concerned with what, where, and when their players eat. A good plan is to have some school domestic science department, catering organization, restaurant, Ladies' Aid organization, etc., serving meals at nominal prices, the time schedule and the menus having been approved by the managers, coaches, or trainers.

The Officials

The selection of competent and efficient officials is a very important procedure. The success of a basketball tournament, interpreted in aims and objectives, depends very largely upon the efficiency, judgment, and calibre of those entrusted with handling the games. For tourneys with not more than two games per session, probably two officials are sufficient. These two should alternate in the positions of referee and umpire at the end of each game. For more than two games per session, three officials are suggested. For using three officials one of two different plans may be used:

a. Two men working a game, while a third man is resting. The rotation then would be refereeing

(*Concluded on page* 39)

Natural Activities on Apparatus

J. H. McCULLOCH

Professor of Physical Education, Michigan State Normal College, Ypsilanti

(Continued from February issue)

THESE exercises may be done with springboard, or by lowering the horse. Most of them may be done without the board by older groups. Neck of the horse placed distant to springboard. Mats placed at the far end and both sides of the horse. By placing spring board on a mat you minimize slipping of the board which occurs when board is on the floor.

SUGGESTIONS:

1. Learn to use board properly.

2. Do not run too fast, but catch your stride as in take-off for a jump.

3. The weight should strike close to the end of the board. Sometimes this may be better secured by taking a short step on the near end of the board, instead of taking off from the floor. The knees should be slightly bent and kept so when you strike the board.

4. Straighten the knees and spring with the rebound of the board. Don't be a dead weight on the board.

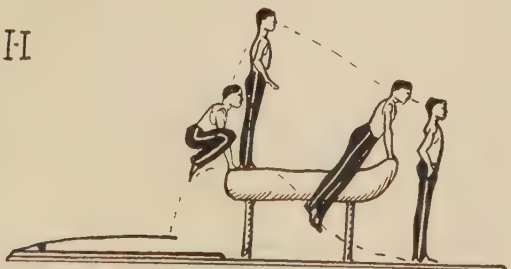
5. Spring from the board and then reach for the apparatus. Reaching for the apparatus too soon keeps the head too low, gives too much forward momentum and throws you off balance. This is especially true in a long vault. Get height as well as distance.

6. Keep head and chest up; otherwise you pitch forward and lose your balance.

7. Do not get feet over the end of the board.

8. Do not let the board slip back too far, as there is a tendency on each rebound for it to slip back slightly, and keep it straight in line with the horse.

I-I

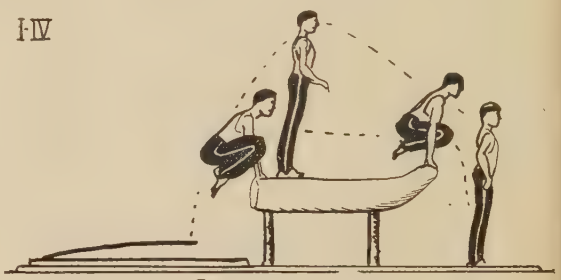


FLANK VAULT-R

SERIES I

1. (a) Approach; run and jump on the board.
(b) Mount; vault to stand on croup, placing hands on croup at the start and straightening up to standing position as feet are brought into place.
(c) Dismount; flank vault L or R. Spring forward, placing hands on neck and swinging legs alongside of the horse, landing straight in front of neck.

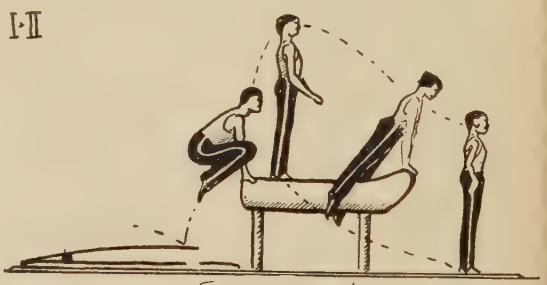
I-IV



SQUAT VAULT

2. (a) Approach; as in 1.
(b) Mount; as in 1.
(c) Dismount; straddle vault. Spring forward and place hands on neck, straddling the end. (Keep head up.)
3. Repeat 2, dismounting with one-quarter or half turn R or L.
4. (a) Approach as in 1.

I-II



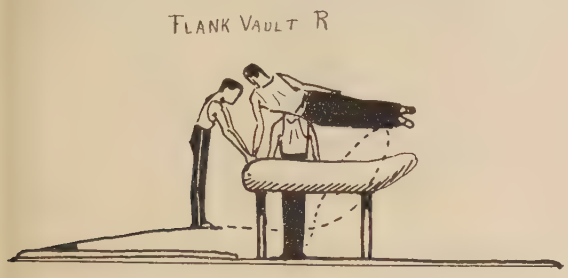
STRADDLE VAULT

I-VI

BACK STRADDLE VAULT

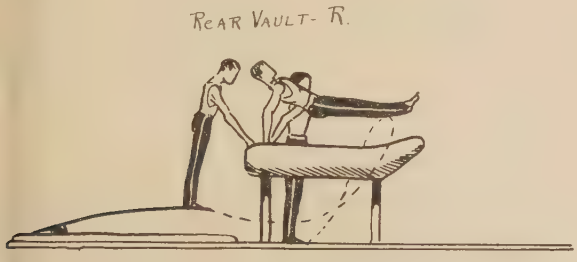
(b) Mount as in 1.
(c) Dismount; squat vault. Spring forward and place hands on neck, push body upward and forward, bending knees and passing feet over end of horse.
5. Repeat 4, dismounting with one-quarter or half turn R. or L.
6. (a) Approach as in 1.
(b) Mount as in 1.
(c) Dismount; back straddle vault. Spring forward, placing hand on neck execute a half turn so that the body passes over the end backward. Knees should be kept straight.
7. (a) Approach; stand on end of the board.

I-VII



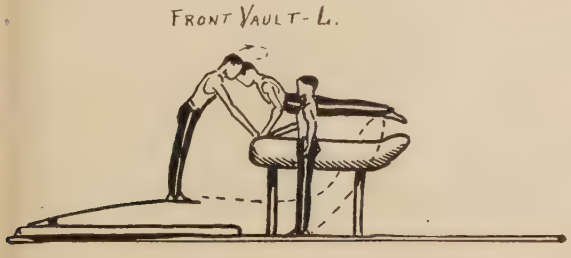
(b) Flank vault R or L. Spring from the board placing hands on the near end of the horse, swing legs so that the side of the body passes over the horse.
8. (a) Approach; stand on the board.
(b) Rear vault R or L. Spring from the board, placing hands on near end. Flex the legs and swing over the horse so that back of body is toward the apparatus.

I-VIII



9. (a) Approach; stand on board.
(b) Rear vault R, one-quarter or half turn R.
10. (a) Approach; stand on board.
(b) Rear vault L, quarter or half turn L.
11. (a) Approach;; stand on the end of board.
(b) Front vault R or L. Spring from the end of the board, placing hands on the croup, executing a half turn of the body so that the front of body passes over the apparatus.
12. (a) Approach; stand on end of board.
(b) Front vault R, quarter or half turn L.
13. (a) Approach; stand on end of board.
(b) Front vault L, quarter or half turn R.

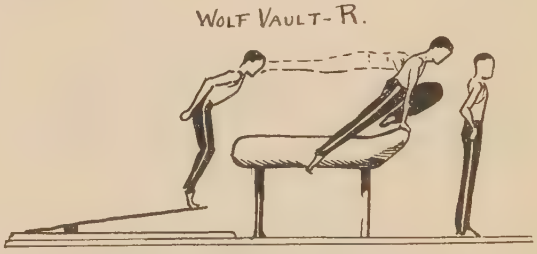
I-XI



SERIES II

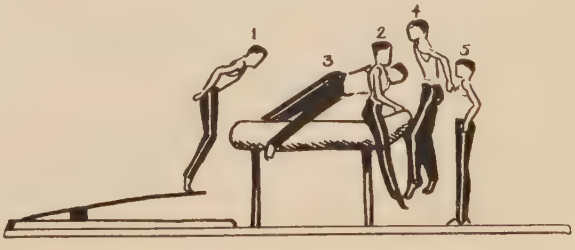
The following series, from one to six, are executed from the board instead of from intermediate position of standing on croup.
1. (a) Approach; run and jump on end of board.
(b) Flank vault R or L, executed as in Series 1, only performed from the board instead of from a standing position on the croup.
2. (a) Approach; run and jump on end of board.
(b) Straddle vault. Spring from the board, placing hands on neck, adducting legs. Keep head and chest high.
3. Repeat 2, with quarter or half turns R or L.
4. (a) Approach; run and jump on board.
(b) Squat vault. Spring from the board, placing hands on the neck, thrusting the body forward and upward. Bend the knees so that the feet pass over the end of the horse.
5. Repeat 4 with quarter or half turns R or L.
6. (a) Approach; run and jump on board.
(b) Back straddle vault. Spring from the board placing hands on the neck and making half turn right or left so that the rear of the body passes over the end of the horse.
7. (a) Approach; run and jump on board.

II-VII



(b) Wolf vault R. Spring from board, placing hands on the neck. Flex left leg, which passes over end of horse; extend right leg sideways. Vary with quarter turn left.
8. (a) Approach; run and jump on board.
(b) Wolf vault L. Spring from board, placing hands on neck. Flex right leg, which passes over the end of the horse; extend left leg sideways. Vary with quarter turn right.
9. (a) Approach; run and jump on board.
(b) Vault to cross riding seat on neck.
(c) Dismount; place hands on end of neck, vault

II-IX



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swing and do scissors by making a half turn R or L and dismount with a back straddle vault.
10. (a) Approach; stand on end of board.

II-X

LEFT SIDE LEANING REST

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(b) Mount; placing hands on near end of horse, flank vault R to left side leaning rest.
(c) Dismount; Jump forward to mat.
11. (a) Approach; stand on end of board.
(b) Mount; front vault right to front leaning rest.
(c) Dismount; jump forward to mat.
12. Vary mount by doing front vault L, to front leaning rest.

EXERCISES ON THE BUCK—SERIES I

The buck may be placed lengthwise or crosswise, and it may be raised or lowered, depending on whether or not you are using a board. Without board. Buck placed sideways.

1. (a) Approach; run and place hands on top of buck.

II-XI

FRONT LEANING REST

(Continued in April number)

The Conduct of Basket Ball Tournaments

(*Concluded from page* 35)

one game, umpiring the second game, and resting the third game.

b. Three men working all games means a change in the positions of basketball officials as compared with two men working a game. One man on one side of the floor acts as referee and closely follows the ball; the second man takes a position at one end of the opposite side from the referee; and the third man takes his position at the other end of the playing floor and also on the opposite side from the referee. These latter two men then work up and down the floor, one man then is always facing the play and the other is seeing the play from the rear. This system has two advantages: There are more men on the floor to see the play; and the officials are not required to work so hard as in the two-officials on a game plan. For single games two officials, of course, are sufficient. When, however, a series of many games is played during a short time, as is the case in basketball tournaments, it may be necessary to use three officials to gain properly officiated and handled contests. All three officials should work the semi-final and final games.

Officials should use extreme care in calling fouls on tournament crowds. Usually an appeal from tournament officials will suffice in the case of unsportsmanlike conduct on the part of tourney spectators. There is no home team responsible for the behavior of the crowd and consequently there exists a danger of handicapping a team because of calling fouls on them for some antic on the part of spectators in no way connected with the fouled team.

Officials must not be permitted to choose the games they work. The tournament manager is the proper individual to make the necessary adjustment.

Trophies

Trophies and their presentation demand the attention and consideration of the tournament manager or the committee in charge. Trophies can very appropriately be presented at the immediate close of the final tournament game. All winners have then been decided, loyal spectators are present, and the officials have had opportunity to make any selections that may be in order. The tournament manager or the head of the organization under whose auspices the tournament is being conducted, is the proper individual to make the presentation. Generally it is not advisable to ask the referee or umpire to officiate in the presentation itself. There may have been one or two difficult games during the semi-finals or finals, and some of the spectators may not feel particularly satisfied with all the decisions. If, for example, the official should find it necessary to present the winner's trophy to a team that had won the final contest by means of a somewhat doubtful foul shot, his presence would serve to increase the antagonistic feeling of the losing team.

First, second, and third place winners can very properly be awarded trophies, and in some tournaments as high as eighth place winners, with a total of sixteen teams entered, are awarded trophies. General all-around sportsmanship as evidenced by a team and its supporters can very appropriately be rewarded by the awarding of a trophy. The game officials and the tourney manager would make a fair committee to act as judges for this selection.

At the present time the idea of tournaments is under fire from some quarters. The writer believes, however, that tournaments have definite values; consequently, there is need to avoid criticisms in order that they may not be abolished. One line of improvement is to make the season's record a qualification for entry—a team should win fifty per cent of its games. This would reduce the number of preliminary tournaments, take less time from school, and entail fewer games for qualifying teams to play.

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Volley Ball for Girls and Women

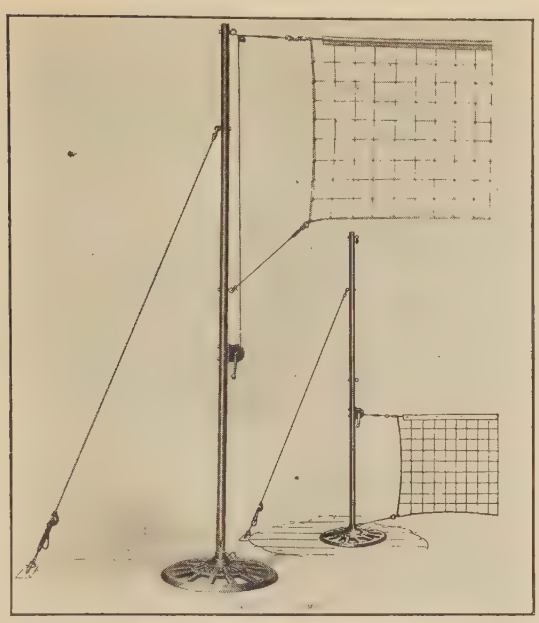
(*Concluded from page* 12)

observation that women do not have the same restraints in traditions of sportsmanship that the boys have. Our experience indicates that if this is true at all, it is only true because the girls have not had the opportunity to develop sportsmanlike attitudes under fire. I believe now that our girls have grown up in the game and have had long experience in it, there is as high a standard of behavior on the part of the girls' teams as any men's team could possibly display. The teams invariably cheer each other at the conclusion of the game, and while the losers sometimes dissolve in tears after a defeat, their attitude is one of regret, not of bitterness, and a fine camaraderie is almost universal as between team and team.

The officiating is handled by our women instructors, each instructor officiating her own home games and the better officials serving in the finals and championship series. Incidentally, even though our instructors are practically all graduates of training schools specializing in the technique of physical education leadership, we hold a meeting each year for the practice of the game and the demonstration of officiating, each instructor in turn taking a whistle and officiating part of the game under the supervision and subject to the correction of myself and the women's department supervisor.

The game has spread in this city, and while I believe the South Parks of Chicago were the first to develop the game here to major importance as a part of the program with girls and women, it has now been incorporated in all of the several playground systems, and an annual tournament is carried on, standardizing on our own South Park rules, the competition being headed up by the federation of playground agencies which we call the Chicago Playground Council. Divisional championships are decided in each system, and the finalists come together for a city championship out-of-doors during the summer months. On the south side our set-up on the grass of the Midway for this tournament involves the placing of sixteen nets, to provide sufficient accommodations for the handling of this tournament. Incidentally, the Midway is a strip of park land with one-way traffic on either side of a broad lawn, and the publicity which the game gets on this occasion is enormous.

In conclusion, I think that the game has proved itself from every point of view to be an almost ideal game for girls. Playing thousands of games, we have had no injuries, and I know of few games which girls could play as vigorously as they play this one with the same freedom from accident. The game gives girls an opportunity to experience the disciplines involved in stern competition and the practice in restraints involved in such discipline. It has lent itself to classification, so that degrees of skill are readily standardized, and a surprisingly even competition has resulted. It is a game, furthermore, which does not make excessive demands on the physique or nervous energy of the girl; it is fast but not exhausting, stimulating but not disastrous to the nervous equilibrium. It does not appeal peculiarly to any given age but can be played from early girlhood to an indeterminate age, some of our married women being well advanced in years, and in the case of the married women it has proved one of the very few competitive games which they can enjoy and play well, with some enthusiasm in their enjoyment of the sport. It is economical of space, requires simple and inexpensive equipment, does not necessitate elaborate costume or accessories, which are a burden to the player, and it does not make excessive demands upon the time of the player.



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Physical Education by Radio

(*Concluded from page* 15)

circle. Listen to the music. All ready, gallop—knees high, these are high stepping horses; heads high; gallop, etc. Now stop.

Bear (LaSalle, Book III. page 4)—Now down on your hands and feet, like a bear. Bruno is the big, fat, clumsy bear. Walk slowly, first on one foot and then on the other, and keep your hands on the floor. Step, step, etc. Now Bruno stands up on his hind legs and walks slowly—step, step, etc. Now stop.

Birds (Arnolds, Book II, page 91)—Let us play we are all little baby birds. Arms out to the side for wings. First we will fly high and then way down. The birdies like this music. All listen.—Ready now, fly high—now low (repeat a number of times). Now the birdies go to sleep in their nests; all stoop in your nests, tuck your wings in close to your body—and now your head under your wing—and all are fast asleep. Now stand.

Breathing Exercise (any music in slow 3-4 time)—Stand tall; raise arms sideward to a circle overhead and breathe in (about 4 counts)—now breathe out—breathe in—breathe out.

Ducks (Crawford, Book V, page 116)—Listen to the music for the ducks. All deep knee bend—hands on hips, backs straight and waddle forward. Ready, waddle, etc., etc. Now everybody flap your wings and waddle, etc. Now stand.

Elephant (Book IV, page 32)—I know you all like to play that you are elephants. Bend your body forward, arms down near the floor and fold hands; keep your knees straight; swing arms from side to side like the elephant swings his trunk. Ready, go forward, slow steps and swing your arms, step, step, etc., etc.

The elephant likes this story:

The elephant carries a great big trunk,
He never packs it with clothes,
It has no lock and it has no key,
But he takes it wherever he goes.

All up straight, stand. (Repeat a number of times.)

Quiet music to finish the lesson (Book II, page 71)

Let us all walk like the little boys and girls in the junior choir of your church. Fold your hands under your chin; bow your heads and listen to this music. Now let us walk forward slowly and quietly. Keep your heads bowed. Now stop, and all heads up. Hands down.

Thank you, boys and girls. I hope you have enjoyed your first lesson in play by radio. If you have enjoyed these activities and story plays I know you will want to play some every day. How many do? And now, good-bye.

List of Books Used in This Lesson

Book I—Arnold's, Collection of Rhythmics for Home, Kindergarten and Primary, Willis Music Co., Cincinnati, Ohio.

Book II—Arnold's, Child Life in Music—A Collection of Plays, Dances and Games for Home, Primary and Kindergarten, Willis Music Co.

Book III—Dorothy LaSalle, Rhythms and Dances for Elementary Grades, A. S. Barnes and Company, 67 West 44th St., New York, N. Y.

Book IV—Universal School Music Book, Book III, by Damrosch, Gartlan and Gehrkens; pub. Hinds, Hayden & Eldredge, New York.

Boox V—Crawford, Dramatic Games and Dances, Vol. II. A. S. Barnes and Company.

Swimming Land and Water Drills

(*Continued from page* 23)

the swimmer may repeat over and over as he swims, "reach—stroke," "reach—stroke," etc.

The "bend" at the elbow during the recovery is possibly less in speed swimming than in distance swimming, and the swing to "reach" is given much greater emphasis in speed swimming. The speed swimmer may set his rhythm by repeating "reach," "reach," to himself. The emphasized swing to "reach" in speed swimming serves to give added momentum and hence greater power to the "stroke" to follow.

Use of Land and Water Drills Decreases Fear

Carefully supervised land drills, followed by well instructed water drills, pave a way to the understanding of swimming. Because of this, they serve as factors in decreasing fear in beginning swimmers. After having been taught a land drill, students know exactly what they are to do upon entering the water. There they have only to concentrate on something they have already learned, and so are prepared to think "more and more of

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what they are doing, and less and less of the self that is doing it." In other words, the more the beginner in swimming becomes engrossed in the mechanics of what he is doing, the less does he concentrate on any personal feelings he may have in regard to them.

Educational Advantages of Using Land and Water Drills

At best, the water is a distracting medium for learning. When it is not of a comfortable temperature, beginners tend to think of little else than the coldness of the water. And, between swimming caps pulled down over ears, a resounding pool room, and the constant "swishing" of water, students are apt to find difficulty in hearing any part of what the instructor is saying and hence are put to a marked disadvantage for learning. At most, they can have but a superficial knowledge of the stroke that they must try to do, and their first attemps usually produce movements that are "all in a whirl." Their mechanically inefficient strokes are rarely able to support the body at the surface of the water, let alone propel the body through the water. So the result is quick fatigue; and for many a would-be swimmer, the sense of failure, of inability, and of fear, dulls the desire to learn.

On the other hand, with a demonstration and a careful analysis of the stroke to be learned, followed by repeated practice of composing parts, a student need never be conscious of doing anything very difficult. When each progressive element is presented clearly in detail, then practiced in the order in which each is to be used, correct movements will become habitual and in a sense easy, even to poorly coordinated individuals.

Mass Instruction in Boxing

(*Concluded from page 32*)

The opening is usually secured when a boxer bends over too far to the right or turns too much toward the opponent in the clinches. Keeping this in mind, the only defense is to keep from giving the opening, but in case the boxer should see the blow coming he may avoid it by turning his left shoulder to the extreme right or by bending his left arm in front of him to stop the blow. The defense is not very effective unless the opponent is swinging the uppercut or delivering it ineffectively.

Such is the case with the other punches. If the boxer does not give an indication that he is going to deliver the blow, the defense is difficult, but if there is the slightest indication of the blow, the opponent is usually on guard for it. One should always strive for shortening the blows and executing them from the fundamental boxing position.

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Corrective Physical Education

(*Concluded from page 9*)

may play"), one should not be so ready to fill the corrective periods entirely with formal or calisthenic activities.

Enlisting of Interest and Co-operation with Parents. One of the best ways to enlist the interest and co-operation of parents is to gain the interest and co-operation of the child. If you can make your appeal and your work enlist the child's co-operation, you can be reasonably sure of getting the right response from the parents. Take every opportunity to talk to parent-teacher associations and tell them of your work; tell them how parents can help, and what appeals to make to the child.

Another help is to have exercise assignment cards, with the exercises and their specific objectives explained on one side, and on the other side blank squares representing a month, a square for each day. The child can place a check in the square on the days he performs his assigned exercises. This can be signed by the child and returned at the end of each month to the teacher.

Measuring Results. Finally, practical programs in Corrective Physical Education must provide for the measurement of results. Examinations must be given at the start of the work and at regular intervals thereafter, especially at the close of the school terms, so that progress or regress can be watched carefully.

For many aspects of this examination we must turn to our school medical men for help, but for much of the simpler orthopedic aspects the teacher of corrective physical education and others can function.

Dr. C. L. Brownell, Supervisor of Health and Physical Education for the State of Ohio, has made, the writer feels, the most scientific and practical contribution to this phase of the corrective physical education program to date. He has developed "A Scale for Measuring the Antero-Posterior Posture of Ninth Grade Boys," which promises a very wide range of usefulness in elementary and secondary schools, because its administration is so simple and yet accurate.

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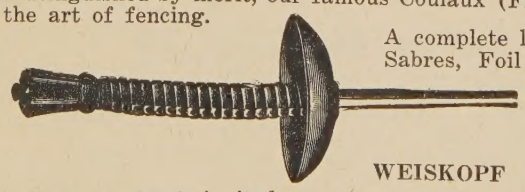

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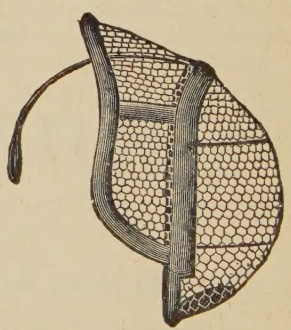

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Essentials of a Health Program for Secondary Schools

(*Concluded from page 6*)

and senior high school then will be as elsewhere, not so much curative or remedial as preventive, and preventive in a broad way. Health education will mean not so much knowledge of organs as appreciations of function. It should mean a change of habits or a reinforcement of good health habits. It should mean a development of definite attitudes and appreciations which carry over. Probably every teacher of hygiene or physical training accepts this sort of program today without question. The problem is how to make a program continuous and all pervasive, a part of the very atmosphere of the school.

When one begins to really envisage a program designed to realize the ancient but forever splendid ideal of a sound mind in a sound body, an ideal overlaid and concealed for a thousand years by medieval mysticism, he becomes conscious of the fact that whatever achievements we boast are at best but a few faint beginnings. The most progressive schools today are but scratching the surface of this problem of the conservation of human resources. The opportunities in scores of lines open before us limitless possibilities. The reconstruction of an athletic program based on universal participation, the teaching of safety and accident prevention, the establishment of rest rooms for undernourished or anaemic children, the introduction of home nursing courses, of orientation courses, of personal regimen courses, of appropriate and adequate sex instruction, the co-ordination of all the agencies of school and home and community in an adequate recreational program, the introduction of child guidance through the expert help possible from psychologist and psychiatrist, the development of tests to determine not only motor ability but also health endurance and vitality, the grouping of pupils for physical education upon the basis of their physical needs rather than upon their needs in English or mathematics, provision for individual corrective or remedial work, attention to the mental health of children, leading to preventive mental hygiene, to what length might go the list of items which no comprehensive health program can ignore!

The field is so wide, the need so urgent, the problems so numerous, that many a teacher, perhaps many a school, falters at the prospect of launching an attack. In this city we are most fortunate in having at our call an able staff of experts. But, as they themselves know only too well, the mere presence of experts sometimes stifles initiative and resourcefulness. The kind of health program for which I am pleading demands all the expert direction attainable. It demands organization and supervision and equipment, but above all and first of all and last of all it demands the willing and enthusiastic co-operation of every teacher, not merely of the teacher of physical education and of hygiene, but the teacher of history and of literature and of art. In this campaign for wholeness of life the teacher with social vision will furnish his own drive. He will be grateful for the help of organization and supervision and equipment, but he will not wait for all or any of these helps in getting under way. He will need special training and technique and a high art and more wisdom and skill than he will ever have or any staff of experts can supply, but above all he will need the long view that Gilbert Chesterton and William James and Boyd Bode insist is the only thing that really matters. Again, I pin my faith in the teacher with a cosmic view, the teacher with a social vision. Again I say nothing else matters half so much.

The Amateur Spirit in Scholastic Games and Sports . . . . . .

by

FREDERICK RAND ROGERS, Ph.D.,
Director of Health and Physical Education,
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Modern Styles of Basketball Offense

(*Concluded from page 27*)

to maintain. Its players have become defensive-minded and before they can recover the game is over. Of course, it is foolish to give up the ball if you are ahead and sure you can hold it to the end of the game, but generally a safe and sane offense with no long shots or bad passes will be more successful. The game with action is much more interesting to the spectators and much more apt to bring crowds to fill your gymnasium.

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